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Units 7,8, & 9

English 10-2

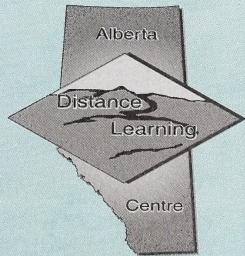
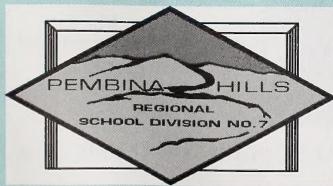


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Unit 7

Survival: Testing My Beliefs



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Unit 7: Survival - Testing My Beliefs

In childhood, many people feel quite content because they are unaware of life's complexities. If a problem arises – a shoelace comes undone, the milk gets spilled, someone will not share – solutions for some children are as far away as an emotional appeal to mom or dad who appear to have all the answers. Life is simple when little thinking is required to achieve a successful end.

At a certain point, however, individuals realize that parents cannot always come to the rescue. Therefore, if conflicts are to be solved, problem-solving mechanisms are needed. When conflicts cannot be resolved satisfactorily, coping methods are vital. Survival becomes a daily focus requiring much of your energy. If you want to succeed without being exploited by charlatans or defeated by trivialities, you need to clearly understand what is important – which goals or beliefs are worthwhile pursuing and which can be discarded.

In determining whom you are and how you would like to be perceived by others, you select values and beliefs that will promote that recognition. The road from indecision to security is designated by such an image; making that image a reality takes effort and commitment. A student may think he believes that cheating is never right. However, when his career is threatened by exam results he may decide to use cheat sheets to ensure his success. When beliefs are tested, your reaction reveals your attitude. If you are willing to publicly defend the belief, it is yours; if not, you are fooling yourself.

Defending your beliefs takes strength of character. If you go against the majority, you will be alone. If you go against your beliefs, you will be unhappy. In the face of such dilemmas, beliefs clash with obligations.



Outcomes of the Survival Unit



You will

- Analyze a novel for characterization, symbolism, setting, theme
- Write a résumé and letter of application for a fictional character
- Write journal entries
- Demonstrate understanding of reading strategies
- Complete grammar exercises
- Consider varying points of view
- Compile an illustrated dictionary
- Polish an original piece for “Vistas Worth Visiting”



Journal Entry 1

Children are given their values by their parents. Authority figures tell them what is right or wrong, what is important or frivolous. Lacking experience to the contrary, they accept these views unquestioningly.

Only as your experience begins to broaden do you consider other beliefs.

In this journal entry, consider the beliefs and values of those around you in a paragraph or two.

- What values are important to your family? Why? (i.e.: education, religion, money, status)
- What values do your friends hold? Why? (Observe their actions to determine this.)
- What is important to you? Why?
- In what ways are your views similar to those of your friends and family?
- Do your views conflict with those of individuals around you? Does that matter to you? Discuss.

Attach the following information to this entry.

- Name
- File number
- Unit title
- Journal number

Now place this entry in your **Response Booklet**.



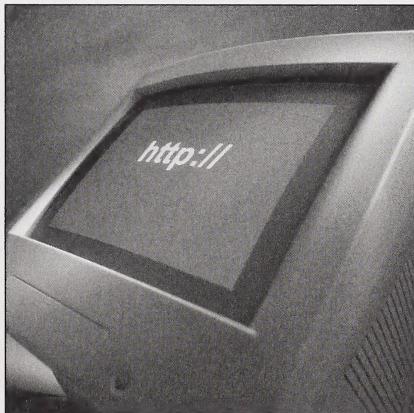
Vistas Worth Visiting

In previous units, you were expected to choose creative activities from suggestions throughout the unit to submit with your “Vistas Worth Visiting” portfolio with **Unit 9**. Rather than interrupt your reading of the novel with a few suggestions at a time, numerous activities will be listed here.

When you come to an appropriate spot for a creative interpretation of some aspect of the novel, you may find a suitable medium on this page for your original artistic works. As always, you may select a creative format of your own for your work.

Suggestions for creative works for “Vistas Worth Visiting”

- Business card/pamphlet for a character in the novel
- “How To” manual (survive in the wilderness, get along with others, etc.)
- List of questions and answers a potential employer would ask the main character
- An audio- or video- taped interview of the previous suggestion
- A profile of one of the characters
- An advice column by one of the characters on some issue in the novel
- A series of diary entries detailing a character’s thoughts before, during and after dealing with conflict
- Memoirs of a character long after his/her experiences
- A report card for a character grading him on some issue in the novel (e.g.: survival skills)
- A book jacket for a non-fiction piece written by one of the characters
- A newspaper article detailing an event in the novel
- A photo essay including at least five major scenes or events in the novel (Remember that an essay includes a written explanation.)
- A storyboard of key events (See *Crossroads*, page 148 for an example.)
- A series of posters for a field walk (See *Crossroads*, page 339 for an example.)
- A cartoon strip of at least six frames with text referring to the most important events in the novel



Novel: *Signboard of Reality*

Fiction has often been referred to as the mirror of reality, the story of daily life in which ‘only the names and locations have been changed to protect the innocent’. Since all people face conflicts, readers want to learn how others react to problems. If they face something similar, they will learn what to avoid if one of the characters made poor choices.

In this unit, you will be expected to read one of two novels: either *Deathwatch* by Robb White or *Walkabout* by James Vance Marshall. Each of the novels is a story of adventure and suspense, involving characters that must struggle to survive in hostile environments. In both novels, characters have their values tested, leading them to discover truths about themselves.

Now is the time to choose your novel, if you have not already done so. Perhaps you could read the assignments in both sections to determine which novel appeals to you.

Once you have made your selection, find assignments for the novel in the appropriate section..

Printed with edging of this background texture...

- Novel A: *Deathwatch* by Robb White

OR

Printed with edging of this background texture...

- Novel B: *Walkabout* by J.V. Marshall

Remember that you are required to read only one novel for this unit, although you are certainly encouraged to read the other to expand your reading repertoire and experience.

Note: Assignments 1 to 8 are written specifically for each novel. Be sure to turn to the appropriate section in the Assignment Booklets and Response Booklets – **either Section A or Section B** - for your assignments.

Regardless of which novel you choose, assignments 9 to 11 (white pages) are for everyone.



Novel A: *Deathwatch* by Robb White

Section 1A: Introduction

In this section, you will read and study the novel *Deathwatch*, a fast-moving story about a life-and-death struggle between two men. It is also a story in which the **setting** plays a major role in the development of the **conflict**.

The emphasis in this section is on reading for interpretation and application to daily life. You will be writing journal entries about your reaction to characters and events in the novel and will be encouraged to connect incidents in the story to your views and experiences.

If the content of this novel does not appeal to your interests, you may proceed to **Novel B** and read the alternative novel choice.

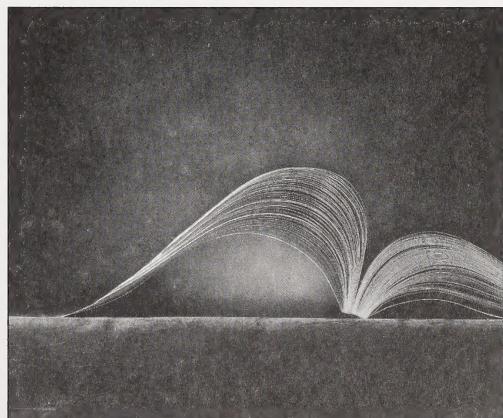
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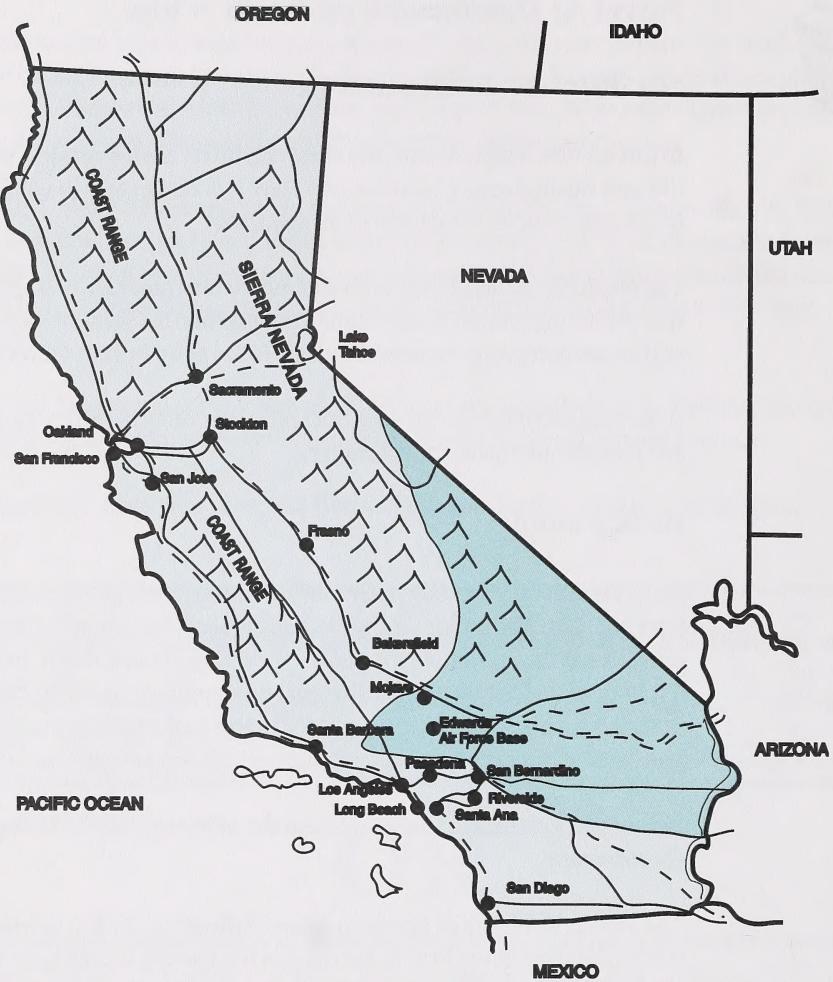
In the novel, you generally find more characters, more settings, and a more complicated plot than in a short story where these elements must be compressed because of length. The novelist has the opportunity to show everything in more detail. In *Deathwatch*, the author's use of detail helps him to create two strong characters, an interesting conflict, and a vivid setting. In other words, the use of detail helps make the story believable to the reader. Once you believe in a story, you cannot help but get "hooked" by it.

Before you start reading the novel, read the following helpful background information on *Deathwatch*.

The author, Robb White was born in the Philippines, the son of a missionary. After leaving school, he spent some time in the navy. After leaving the navy, he began a series of adventurous experiences in various countries. His experiences as a traveller have given him background material for many short stories and novels.

The story is set in the United States in a desert area near some mountains. You never do find out the exact location, but there are hints that Edwards Air Force base is somewhere in the region. From that you can conclude that the story takes place in the Mojave Desert region of southeastern California. The Mojave (Moh Hah vee) Desert is the darker colour on the map that follows.





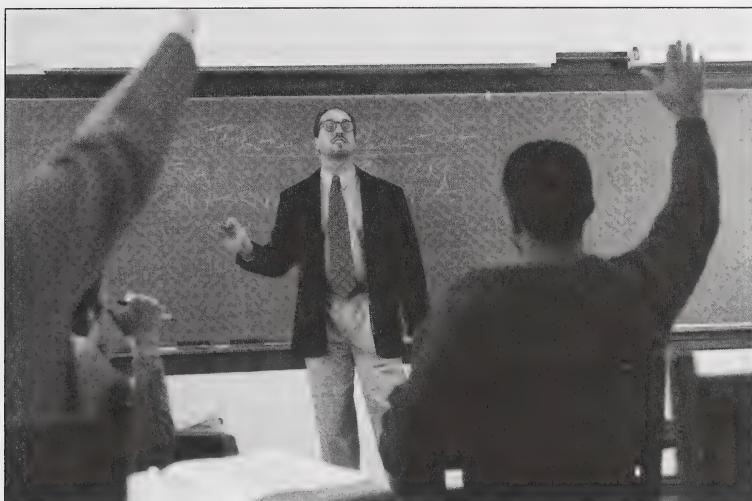
MAP OF CALIFORNIA

Finally, in reading this novel, you will need to know the following information about guns. One of the characters, Madec, is a trophy hunter, someone who hunts to show off a prize animal skin or head. He uses a rifle called a .358. This number, .358, indicates bullet width or barrel size. A .358 rifle is a very powerful weapon. The other character, Ben, carries a .22 calibre Hornet, which is small in power and no match for a .358.

The following activities will prepare you for effective reading of *Deathwatch*.



Journal Entry 2



Sometimes individuals find themselves in situations in which they must ask others for help. Their attitude in this endeavour reveals their values. In this journal entry, discuss your attitude towards others in a paragraph or two. The following questions may be helpful to you.

- Have you ever been in a situation in which you considered someone inferior only to find out later that the person was superior to you with humbling consequences for yourself?
- What made you take the person lightly?
- What was the result of your mistake?
- What did you learn from the experience?

Re-read your journal, making sure you have stated the ideas in the way you meant them to be interpreted. Review the “Evaluation of Journals” scoring rubric in “Introduction: Looking Ahead” to ensure you have included all the necessary components in an appropriate manner.

Attach the following information to this entry.

- Name
- File number
- Unit title
- Journal number

Now place this entry in your **Response Booklet**.

Assignment 1: Illustrated Dictionary

In the previous units, you kept a vocabulary log of terms that were unfamiliar to you. The purpose of that activity was to increase your collection of words. Increasing your vocabulary will help you understand ideas more clearly in discussions and reading.

While you read the novel, you will once again complete this exercise but in a different format. This time, you are to compose an **illustrated dictionary** of unfamiliar words in the novel. In this type of dictionary, you include

- the term to be defined
- its meaning and distinguishing details
- a drawing or picture (or sentence) of the word being defined

When a picture is added to the definition, the meaning of the word is easier to remember. Notice the illustrated definitions from the novel in the following chart.

Word	Meaning	Illustration
yucca	A desert plant	
breccia	A sharp stone	

Words like “yucca” and “breccia” are easy to draw because they are concrete. That means that they can be seen with your eyes, felt with your hands, heard with your ears, tasted with your mouth or smelled with your nose. Sometimes, the words being defined are abstract, or cannot be seen, felt, heard, tasted or smelled. That means that they cannot be drawn in life-like form. For instance, “peace” cannot be experienced with the five senses; therefore, it cannot be drawn.



You may think of or signs, but they are not “peace”. They are *representations or symbols* of “peace”.

When you come upon an unfamiliar word in the novel that is abstract, do the following:

- list it in the chart
- give its definition
- either use it in a sentence or make a drawing in the illustration column

An example of such a listing is provided below.



Word	Meaning	Illustration
Love	A strong tender affection; deep devotion	(Abstract) Granddad's donation of a kidney for his grandson was a demonstration of <u>love</u> .
Friendship	Mutual affection or regard	(Abstract) At camp, Tristan and Dana helped each other with chores because of their <u>friendship</u> .

Begin your illustrated dictionary for *Deathwatch* by defining and/or illustrating the twelve terms listed in your **Response Booklet**. Doing this before reading will help you recognize and understand the words when you come to them in the novel. Find another six words that are new to you and record them in the spaces provided.

The following rubric outlines the expectations and evaluation for your Illustrated Dictionary.



5	Excellent <i>The student...</i> <ul style="list-style-type: none">• provides definitions that are precise and complete• displays understanding of definitions in a creative visual or sentence	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• provides definitions that are correct, but may not be complete• displays understanding of definitions in a basic visual or sentence
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• provides definitions that are accurate and complete• displays understanding of definitions in an appropriate visual or sentence	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• provides definitions that are inaccurate or incomplete• displays confused notion of definitions in choice of visual or sentence

Section 2A: Reading the Novel

Context Clues

Sometimes a reader lacks the background information to fully understand the events of a story. For instance, a veteran of World War II would have a very different understanding of a war story than a teenager of today. The veteran would have different words and experiences to help him visualize the events of a story. If you do not understand the meaning of a word in the novel, look for clues the writer sometimes provides to help the reader guess the appropriate meaning. Words or phrases that hint at the meaning of a word are called “context clues”. The following examples demonstrate context clues in action.

1. I was a fragile child, often **sick** and **small** for my age. My grandmother always called me **feeble**.

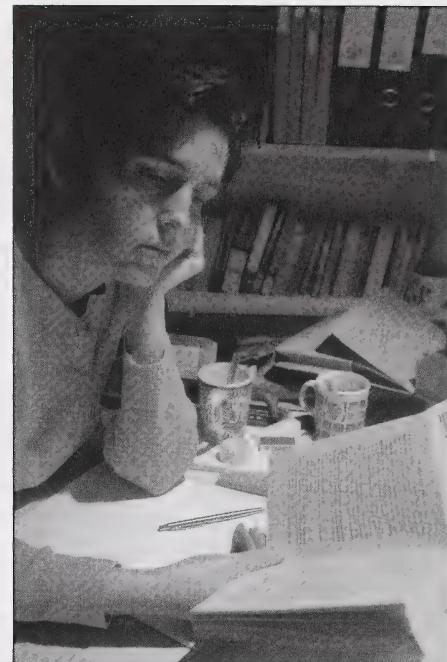
*You know from the narrator's description of himself – “sick”, “small” – that **feeble** means **weak**.*

2. I didn't want the popsicle anymore so I **discarded** it in the garbage can.

*You know from the speaker's comments about the popsicle that he does not want it anymore, so you can conclude that **discard** means **to throw away**.*

3. Colour is **inconceivable** to someone born blind.

*A blind person cannot imagine color if it has never been in his visual experience; therefore, **inconceivable** means **impossible to imagine**.*





Assignment 2: Using Context Clues

Suggest the meaning of the word in italics from how it is used in the sentence from your novel. Space is provided in the **Response Booklet** for your final copy.

1. Broke, Hardrock had borrowed five gallons of gas from Ben's uncle, who had also loaned him five dollars. As *collateral*, Hardrock insisted on leaving a good, sheepskin-lined coat. (p. 48)

I think *collateral* means _____ because

2. To hang by his hands and drop the last four or five feet onto those stones was going to hurt and probably add new cuts to his already *lacerated* feet. (p. 58)

I think *lacerated* means _____ because

3. He wasted five more of the lead bullets, finding out how much flatter their *trajectory* was and how much more the round shape gave them. (p. 111)

I think *trajectory* means _____ because

Reading Strategy: How To Read A Novel

In creating novels, authors select details for a purpose. They may begin with a vague notion or outline of how they want to communicate their ideas, but as they start writing and revising their drafts, they think of interesting ways to guide the reader to meaning through details. Any emotion or thought the reader has while reading the story is initiated by the author's selection and placement of information. Writers manipulate the reader's thoughts and feelings because they want the reader to reach similar conclusions. Rarely is anything haphazard about any element of a story. Thus, each piece of literature should be taken seriously as a guide to meaning.



READ “Reading for Appreciation and Enjoyment” on pages 118 to 126 in *Reading and Writing for Success* for more information regarding how to read a novel. This section of the text gives helpful hints on point of view, predicting, setting, characters, conflict, symbols, and creative responses to literature.





Assignment 3: Reading Log - *Deathwatch*

Reading a novel, a rather long piece of literature, often requires more than one sitting. Interrupted reading can cause problems with your understanding of the main idea because you may forget key details from the previous day.

You have learned about various reading strategies in the previous units. Another strategy that helps improve comprehension is the use of a **Reading Log**, which is discussed on pages 112 and 113 in *Reading and Writing for Success*.

The reading log has two purposes.

- It helps the reader to keep track of important events, characters, and symbols.
- It encourages the reader to reflect on the situation or character he has just read about.

When readers ask themselves questions about a character's motivation, they become more involved in the action and thus have a purpose to continue reading. The reading log allows them to make connections between what is happening in the novel and what is happening in their lives.

You are to fill out a Reading Log for each of the following sections:



READ Chapters 1 - 5 of *Deathwatch*, pages 9 – 67.

Complete the Reading Log for this section in your **Response Booklet**.

READ Chapters 6 - 12 of *Deathwatch*, pages 68-141.

Complete the Reading Log for this section in your **Response Booklet**.

READ Chapters 13 - 17 of *Deathwatch*, pages 142 – 220.

Complete the Reading Log for this section in your **Response Booklet**.

The chart on the next page is a short version of the Reading Log pages in your **Response Booklet**.

The following rubric outlines the expectations and evaluation for your Reading Log.



5	Excellent <i>The student...</i> <ul style="list-style-type: none">• expresses a thorough and insightful understanding of the novel• gives a highly detailed account of events in the novel	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• expresses some understanding of the novel• gives some detail of events in the novel
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• expresses considerable understanding of the novel• gives a detailed account of events in the novel	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• expresses limited understanding of the novel• gives few details of events in the novel



Reading Log: Deathwatch

Title of Novel _____ Author _____

Chapters _____ to _____ Pages _____ to _____

What Did I Understand About The Events In This Section?

What Did I Not Understand or What Confused Me?

Which Quotation Did I Find Interesting and Why?

Predictions For Future Action/Events:

Reading Strategy: 5 Ws

Reading can be a demanding task. When you face the challenge of a long piece such as a novel, you need to draw on strategies that will help you understand the main ideas without getting side-tracked by interesting details. If you read the novel over a period of several days, you also need to be able to recall key events from the last reading session to understand the current day's narration.

Take a tip from newspaper reporters and increase your level of comprehension by answering the five Ws for each section of the novel you read.

	protagonist – the main character in the story
	antagonist – the person or thing in a story in conflict with the main character

➤ **Who** are the main characters?

What significant details do you attach to each individual and in what relationships is he involved? The main character that works to accomplish a goal is called the **protagonist**. Minor characters are known as subordinate characters because they are usually important only to reveal some trait of the protagonist's. The **antagonist** is a character or force that acts against the protagonist.

➤ **What** happens within the plot?

What disrupts the routine of the characters? What connection does that have to your daily life?

➤ **Where** does the action take place?

Where in the world is the story taking place? Where in the building does the action happen?

➤ **When** does the action take place?

In which month or year does the story take place? At what time of day? season?

➤ **Why** does the action and/or conflict happen?

Why do the characters behave in a certain way? Why do events happen in the way they do?

➤ **How** or by what means is something accomplished?

How will the characters solve their problems? How did you react to the story?

Comprehension may also increase if you ask yourself questions that encourage you to predict future events and consequences. Two such questions are

➤ “**What if...?**”

➤ “**What next...?**”

Assignment 4: 5 Ws Charts

These charts are samples of the ones in your **Response Booklet**. Record the details immediately as you read the novel.

Who:

Characters	Details
Main:	
Subordinate:	
Subordinate:	
Subordinate:	

What

Where	
When	
Why	
How	
What if?	
What next?	

The following rubric outlines the expectations and evaluation for your three charts.

5 Excellent

The student...

- selects relevant and accurate information with a high degree of effectiveness

3 Satisfactory

The student...

- selects relevant and accurate information with some effectiveness

4 Proficient

The student...

- selects relevant and accurate information with a competent degree of effectiveness

0-2 Developing

The student...

- selects relevant and accurate information with limited effectiveness

Section 3A: Techniques

Recognizing Point of View

In *Reading and Writing for Success* (p. 118), you are introduced to three different viewpoints a writer may choose to deliver his narrative.

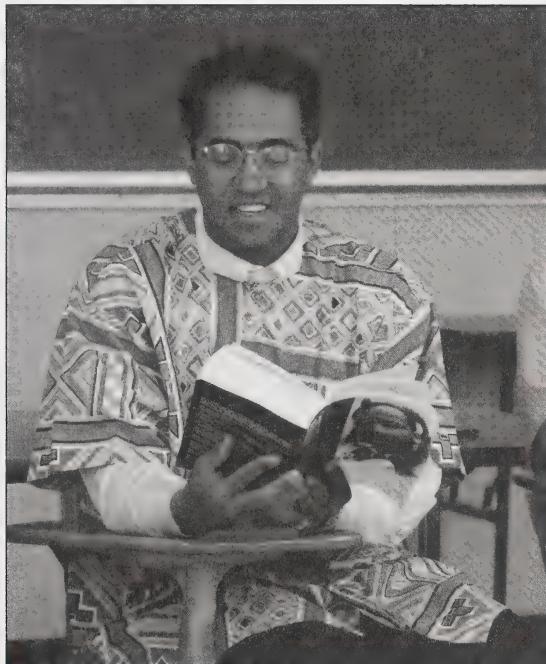
First Person:

This viewpoint allows the reader to feel that he is part of the action because the narrator is speaking directly to him. When a character taking part in the action tells the story, he refers to himself as “I” in the singular or “we” in the plural. Use of the first person pronoun indicates the writer’s choice of **first person point of view**. This is an effective technique to help the reader understand the main character’s thoughts and feelings, and thus the motivation for his actions.

In trying to determine whether the point of view is first person, make sure you look at text outside of dialogue. For instance, “*I took the diamonds and ran away,*” *I giggled mischievously* is written from the first person point of view because the speaker reveals his thoughts, of which other characters may be unaware.

dialogue tag – words that identify the speaker and tone of a direct quote example – “I’m shocked!” she exclaimed.

The quotation, “*I took the diamonds and ran away,*” *I giggled mischievously*, may use the first person pronoun, but the point of view revealed in the **dialogue tag** is third person. Use of the proper name “Fred” in this manner tells you that an “all knowing”, distant individual tells only what he wants the reader to know about the character.



Third Person:

This viewpoint keeps the reader at a distance from the action. The author controls the reader's interpretation by telling him only what he needs to know to come to a specific conclusion. "Third person" refers to the use of "he/she/it" pronouns for the singular or "they/them" for the plural.

An author may reveal every character's thoughts and feelings. This viewpoint is referred to as **omniscient** or all knowing.

Example: *Susan's piercing gaze revealed her anger for John. He wilted under her stare, knowing he could never regain her respect. No one in the crowded room was aware of the exchange between these two. Jane tried her best to get Malcolm's attention while George loudly explained his new political theory to the group gathered around him.*

Sometimes an author will want to reveal more about one or two characters than the others while remaining at a distance. The viewpoint that does this best is called **limited omniscient**.

Example: *Though the room was crowded, Susan felt that John was the only other occupant. He laughed periodically as he spoke with his buddies. She resented him for having spread those vicious rumors about her; he had destroyed her reputation. She regretted the day she met him and couldn't bear to look at him.*

Susan's feelings or thoughts are described in detail but John's remain unknown.



Assignment 5: Point of View

Identify the point of view used in *Deathwatch* and support your opinion with quotations from the novel. Space is provided in the **Response Booklet** for your answers.

1. The point of view that Robb White uses in *Deathwatch* is...
2. Two sentences from the novel which support this are...

Recognizing Symbols

In *Reading and Writing for Success* (p. 123), you are given valuable information about symbols. Certain objects that are repeated in stories obviously have importance, but sometimes this is difficult to justify.

A hint you may find helpful in explaining a symbol is to record the properties of the object as listed in a dictionary. Then you can apply those details to the function of the object in the story.

Example: *In “The Michelle I Know” in Unit 2, the “wig” was important because it was mentioned several times. The dictionary meaning for “wig” is “a covering of artificial hair for the head.” To Michelle, the wig represented a false image of health that she regarded as unacceptable.*



Assignment 6: Symbolism

Several objects are repeated in *Deathwatch*, notably the slingshot and Madec’s .358 rifle. Explain the meaning of these two symbols. Space is provided in the **Response Booklet** for your answers.



Symbol	Dictionary Details	Meaning in Novel
Slingshot		
.358 Magnum		



Assignment Reminder: Chapters 1 to 5 (pp. 9 – 67)

When you have finished the first section of the novel, complete the following assignments.

- **Assignment: Reading Log 1: *Deathwatch***

A format page is provided in your Response Booklet.

- **Assignment: 5 Ws Chart**

A format page is provided in your Response Booklet.



Assignment Reminder: Chapters 6 to 12 (pp. 68 – 141)

When you have finished section two of the novel, complete the following assignments.

- **Assignment: Reading Log 2: *Deathwatch***

A format page is provided in your Response Booklet.

- **Assignment: 5 Ws Chart**

A format page is provided in your Response Booklet.





Journal Entry 3

Occasionally, you encounter a situation in which others, and perhaps even you, question your actions and beliefs. For example, a student who always maintains that cheating is wrong may use someone else's work as his own in desperation to avoid failure. Later he must re-evaluate his actions to determine his actual stand on cheating. Is it acceptable in some circumstances but not others? Is it acceptable for him but not others? Is it acceptable only if he doesn't get caught? Are the rewards of the action significant enough to risk the gamble? Can he live with the knowledge that he has done something against his beliefs? This scenario focuses on the importance of awareness of your values and doing what has to be done to remain true to them, regardless of the consequences.

In this journal entry, comment on the following questions regarding your values and beliefs in a paragraph or two.

- What is important to you? Why?
- How far would you go to defend those beliefs?
- Is there any circumstance in which you would disregard those beliefs?
- How will you benefit by maintaining those beliefs?

Add any additional comments you may consider important to this topic.

Re-read your journal, making sure you have stated the ideas in the way you meant them to be interpreted. Review the “Evaluation of Journals” scoring rubric in “Introduction: Looking Ahead” to ensure you have included all the necessary components in an appropriate manner.

Attach the following information to this entry.

- Name
- File number
- Unit title
- Journal number

Now place this entry in your **Response Booklet**.



Assignment Reminder: Chapter 13 – 17 (pp. 142-220)

When you have finished the last section of the novel, complete the following assignments.

- **Assignment: Reading Log 3: *Deathwatch***
A format page is provided in your Response Booklet.
- **Assignment: 5 Ws Chart**
A format page is provided in your Response Booklet.

Section 4A: The Résumé and Letter of Application

Now that you have finished the novel, you are going to help Ben apply for a summer job. But first you need to learn or review the basics of a résumé and letter of application. You will need this knowledge to enter the work world and can follow the same procedure when you apply for a job.

The résumé is a very specialized document used in most levels of job applications, beginning often with a summer job and continues being developed throughout most careers including the highly trained professional seeking an executive position. Think of it as a snapshot of you in words. It and your letter of application create “the first impression” of you for a prospective employer.

Contents: Your résumé conveys information about you to your employer. What may such a person want to know?

- *Personal Information* - name, address, phone number, perhaps e-mail address
- *Work experience*
 - If you live in a town or city, you may have had experience in part-time jobs, babysitting, delivery route, volunteer help at local day care, assistance of an elderly neighbour, or any such activity that shows you have been responsible and busy.
 - If you live on a farm, you will likely have had considerable responsibility with livestock, machinery, and regular “volunteer” work. You may have been responsible for the farm while your parents took a short vacation!

The prospective employer wants initiative and willingness. Therefore, he or she is looking for evidence of activities that have prepared you for responsibility. These experiences are listed in reverse chronology—your current job first to the one you had three years ago—and each is dated.

- *Education* – Most students can claim “currently in Grade 10” at a specific school. Employers generally know that you will be enrolled in the ‘core’ courses (English, Social Studies, Science, Mathematics) but your options may be significant. Art, music, drama, and CTS courses show the direction of your interests. Be certain to include all non-school courses you have taken: babysitting, judo, piano, dance, art, riding, sports clinics, driver’s education, etc. Dates (month and year) are important to the prospective employer.
- *Interests and hobbies* are important indicators of personality and willingness to use time productively, two features of interest to that prospective employer. List them with some detail if possible.

Format: Employers expect a rather standard form of résumé. *Reading and Writing for Success* provides a suitable example of a student's functional résumé (p. 171). As you gain experience and approach the end of high school, you will learn that functional résumés tend to be more effective than chronological ones because skills and abilities are emphasized more than work experience.

- A résumé should be typed in a plain font on white paper.
- Headings should be **bold print** and spaced carefully.
- The word Résumé need not be used to head the document. Name and address are quite sufficient.
- Indentations should be consistent. The model in *Reading and Writing for Success* does not use indentations, but they can certainly assist reading.



Assignment 7: Plan a Résumé

Now that you know the purpose and contents of a résumé, you need to practice one. Instead of writing one for yourself, as you may have done in other courses, you are to use the information you gathered about one of the characters in the novel.

Pretend that Ben has finished one year at college. He wants to apply for a summer job. Help Ben get organized for this task by providing information from what you have learned about Ben throughout the novel.

Follow the headings for “Writing A Résumé” on page 170 in *Reading and Writing for Success*. You may supply any information such as address and phone number.

Space is provided for your polished answers in the **Response Booklet**.

1. Identification:

- Character’s full name
- Address
- Phone Number

2. Work Experience:

In this section, you need to separate Ben’s skills from his personality traits. A *skill* is an art, trade, or technique, requiring use of the hands or body. According to this definition, decision-making would be a skill because a person learns from “trial-and-error” experience how to make sensible decisions. If a boss cannot be in the workplace, he wants to know that an employee can make decisions to keep the business running.

Personality traits distinguish one person from another. One personality trait that is valued in the work place is ‘dependability’; a boss wants to know that his employee will show up for work when he is scheduled.

Now think about Ben’s experiences throughout the novel and insert information into the appropriate sections of the following chart. Two skills have been given as examples. The skills on page 172 of *Reading and Writing For Success* are listed as “ing” words so you need to use this parallel construction when you list Ben’s skills.

Ben's Skills	Evidence of Use
Observing	"...Ben recognized now that he was approaching the last stages of thirst" (p. 82)
Problem-solving	Secured a weapon after losing his rifle

Ben's Personality Traits	Evidence of Use
Adaptable	Survived without essentials
Analytical	Predicted Madec's actions

3. Education:

- Where would Ben have attended school? Give his school a name and address.
- What grade would he have completed because of his age?
- What courses would Ben have excelled in because of interests and skills he exhibited throughout the novel?

4. Other Activities:

Based on his actions and beliefs, what clubs would Ben have belonged to at school or in his community?

Clubs	Reason
_____	_____
_____	_____

What hobbies do you think he would enjoy?

Hobbies	Reason
_____	_____
_____	_____



5. References:

Choose two individuals from the novel who could testify that Ben is an honourable person.

- Name
- Position
- Work Phone Number
- Home Phone Number

The following rubric outlines the expectations and evaluation for your plan for Ben's resume.



5	Excellent <i>The student...</i> <ul style="list-style-type: none">• selects appropriate details with a high degree of effectiveness• chooses words precisely	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• selects appropriate details with some effectiveness• chooses general words
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• selects appropriate details with considerable effectiveness• chooses words effectively	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• selects appropriate details with limited effectiveness• chooses words ineffectively





Assignment 8: Write a Letter of Application (Cover Letter)

You are to write the letter of application that Ben would compose to apply for one of the following jobs.

Outdoor Instructor

Company:	Mojave Adventure Tours
Salary:	\$12/ hour
Description:	Mojave Adventure Tours provides active outdoor opportunities and environmental education for small groups. We will hire instructors who are outgoing and can relate well with individuals of all ages.
Duties:	Our instructors... <ul style="list-style-type: none">• Provide interesting commentary about plant and wildlife• Supply factual information about points of interest• Match group abilities with appropriate terrain
Necessary Characteristics:	Applicants must... <ul style="list-style-type: none">• Enjoy being outdoors• Possess knowledge of desert plant and wildlife• Know a variety of trails throughout the desert• Model a concern for the environment• Communicate clearly• Exhibit excellent decision-making skills
Apply in Writing To:	Denny O'Neil Mojave Adventure Tours 100 Arroyo Avenue, Bakersfield, California 567890



Geologists' Assistant

Company:	College of California, Geology Department
Salary:	\$12/ hour
Description:	Biology teachers at the College of California, in their partnership with Global Oil, need assistants during the summer to help them collect data for field research to determine where to drill for oil and gas in the Mojave Desert region. Assistants to geologists will...
Duties:	<ul style="list-style-type: none">Gather and interpret rock samples from various areasUse sensory equipment to record data regarding underground fluidsCollect and analyze soil and sediment samples
Necessary Characteristics:	Applicants must... <ul style="list-style-type: none">Enjoy being outdoorsEnjoy work that requires precision and taking charge of situationsModel a concern for the environmentCommunicate clearlyPossess an open, analytical viewpointExhibit excellent decision-making skills
Apply in Writing To:	Dr. Sam Sharp, Geology Department Head College of California 200 Breccia Road Bakersfield, California 123456

Planning and Format:

In *Reading and Writing for Success* (pp 174-176), you are given the different sections of a business letter. On page 176 a sample letter is provided for you. The numbered circles match the required information discussed on page 174. After you read about the information in each section of the letter, write that part of Ben's letter of application in the **Response Booklet**.

1. Heading

- 
- Notice that in #1, Anton Rapp uses stationery with his name and address engraved across the top of the page. Use this format for Ben's return address and "fully block" or left justify the rest of the information.

Write the appropriate heading for Ben's letter now. Use the same address you supplied for him in the résumé assignment.



2. Date

Business Address:

- #2 begins with the *date*.
- Then a line is skipped before the *name or position* of the individual receiving the letter is written. If the envelope goes missing, the receptionist will still know who should receive the letter. The *business address* is added next.
- The *salutation* comes next and either mentions the receiver's name or "Sir or Madam" after "Dear". The colon (:) is the required punctuation to end this line.

Write the appropriate business address and salutation for Ben's letter. Use the address supplied in the job advertisement you have chosen for this assignment.



3. The Body

- #3 is the body of the letter, which is usually comprised of three or four paragraphs.
 - The first paragraph contains a short specific sentence or two explaining the purpose of your correspondence. Remember that "time is money" in the business world, so the clearer you can be in your communication the better. Avoid beginnings such as, "*My name is John Doe and I am writing...*" because the writer's name is mentioned in the closing of the letter; therefore, this information is repetitious and wastes time. Instead, get right to your point: "*I would like to apply for a summer job...*"

Write the first paragraph in which Ben explains his purpose for writing the letter.



- The second paragraph provides relevant background information such as your work experience, which is significant to the desired job. You need to supply specific detail here for the reader to more easily see the skills you have used in former jobs and know whether they apply to the current position.



Write the second paragraph in which Ben explains his previous work experience.

- The third paragraph addresses personal qualities that may be valued in the job. In the sample letter on page 176 of *Reading and Writing for Success*, Anton Rapp claims he is "outgoing, responsible, and hard-working" but does not provide support. The employer would be more confident in Anton's claims had he phrased this as "*Instructing groups with varying skill levels has taught me to be responsible about safety measures.*"

Write the third paragraph in which Ben explains his personal qualities.



4. Action

- The fourth and final paragraph is short, indicating the action you will take to follow-up your application. Many businesses are too busy to inform applicants that they are unsuccessful. Rather than wait to pursue other job interests, you need to phone within a realistic time period, usually two weeks, to discover whether you were successful or not. Although you are to be polite and business-like in tone, avoid thanking the employer for reading your letter because he/she *invited* you to apply for the job. You may instead thank him/her for considering your application.

Write the fourth paragraph in which Ben explains his follow-up action.

TIP



Instead of indenting to indicate a new sub-topic, each paragraph in business correspondence begins at the left hand margin and skips a line to indicate the beginning of a new paragraph.

5. Final Salutation (Complimentary Closing)

- # 5 has a simple closing followed by a comma, the writer's signature, and his typed name to compensate for illegible handwriting.

Write the closing to Ben's letter, including his signature.

Now edit this rough work and transfer your polished copy to the space provided in your **Response Booklet**.

Next, write the complete letter using the fully blocked format learned in this assignment. Space has been provided in your **Response Booklet**.

The following rubric outlines the expectations and evaluation for your plan and polished letter.



5	Excellent <i>The student...</i> <ul style="list-style-type: none">• produces a highly effective plan• selects appropriate details with a high degree of effectiveness• uses conventions of letter with high degree of effectiveness• chooses words precisely	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• produces a general plan• selects appropriate details with some effectiveness• uses conventions of letter with high degree of effectiveness• chooses general words
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• produces an effective plan• selects appropriate details with considerable effectiveness• uses conventions of letter with high degree of effectiveness• chooses words effectively	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• produces a limited plan• selects appropriate details with limited effectiveness• uses conventions of letter with low degree of effectiveness• chooses words ineffectively

This is the last of the assignments specifically for *Deathwatch*.

Now proceed to **Journal Entry 4** and **Assignments 9 to 11** (on the white pages) to finish this unit.

Reminder:

The assignments on the white pages in this unit are to be completed by all English 10-2 students.



Novel B: *Walkabout* by James Vance Marshall

Section 1B: Introduction

In this section you will read and study the novel *Walkabout*, an interesting story about two young survivors of an airplane crash. Peter and Mary must face the prospect of exhaustion and possible death in a merciless desert environment. They encounter an aboriginal boy and learn some secrets of desert survival from him; they also learn a valuable lesson about humanity.

The emphasis in this section is on reading for interpretation and application to daily life. You will be writing journal entries about your reaction to characters and events in the novel and will be encouraged to connect the story to your own views and experiences.

If you have already completed Section A, proceed to **Journal Entry 4 and Assignments 9 to 11** (on the white pages) to finish this unit.

Background

In the novel, you generally find more characters, more settings, and a more complicated plot than in a short story where these elements must be compressed because of length. The novelist has the opportunity to show everything in more detail. In *Walkabout*, the author's use of detail helps him to create strong characters, an interesting conflict, and a vivid setting. In other words, the use of detail helps make the story believable to the reader. Once you believe in a story, you can't help but get "hooked" by it.

Before you start reading the novel, read the following helpful background information on *Walkabout*.

You may find that some of the words in this book are disturbing. A good example of this is the word *darkie*. You need to remember that the children's use of this word illustrates their lack of compassion for people of races other than their own. In fact, one of the author's reasons for writing the novel is to show the equality of all people, regardless of skin colour.

You will notice that the word *airplane* is spelled *aeroplane*. This spelling, once common, is seldom used in North America.

While reading, you may wonder why a search plane was not immediately sent to search for the downed aircraft. Today, downed planes usually send out emergency signals, which can be tracked by satellite. When the novel was written, technology was far less sophisticated. Pilots were not even required to file a flight plan before taking off. Thus, a search party, if formed, would not know where to look for the downed plane.

Walkabout takes place in Australia. In the beginning, the aircraft crashes on the Stuart Plain in the Northern Territory (see the coloured area of the map). Very few people live in that region, and the nearest city, Adelaide, is approximately 2000 kilometres away.



aborigine – a member of a dark-skinned people who are the original inhabitants of Australia

Aborigines were the first inhabitants of Australia. As a race, they have managed to survive for thousands of years in a land that allows little room for mistakes, as you shall see in *Walkabout*.

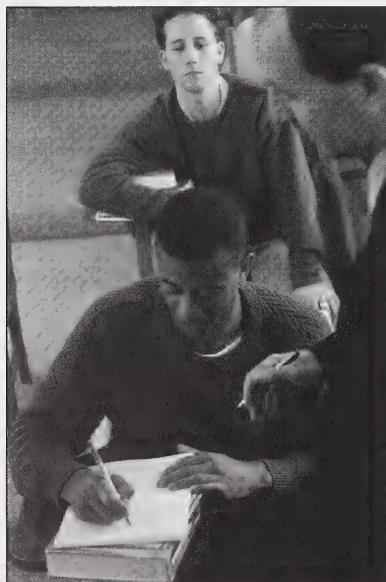


Journal Entry 2

Sometimes individuals find themselves in situations in which they must ask others for help. Their attitude in this endeavour reveals their values. In this journal entry, discuss your attitude towards others in a paragraph or two. The following questions may be helpful to you.

- Have you ever been in a situation in which you considered someone inferior only to find out later that the person was superior to you with humbling consequences for yourself?
- What made you take the person lightly?
- What was the result of your mistake?
- What did you learn from the experience?

Re-read your journal, making sure you have stated the ideas in the way you meant them to be interpreted. Review the “Evaluation of Journals” scoring rubric in “Introduction: Looking Ahead” to ensure you have included all the necessary components in an appropriate manner.



Attach the following information to this entry.

- Name
- File number
- Unit title
- Journal number

Now place this entry in your **Response Booklet**.

Assignment 1: Illustrated Dictionary

In the previous units, you kept a vocabulary log of terms, which were unfamiliar to you. The purpose of that activity was to increase your collection of words. This will help you understand the ideas more clearly you are exposed to in discussions and reading.

While you read the novel, you will once again complete this exercise but in a different format. This time, you are to compose an **illustrated dictionary** of unfamiliar words in the novel. In this type of dictionary, you include

- the term to be defined
- its meaning and distinguishing details
- a drawing or picture (or sentence) of the word being defined

When a picture is added to the definition, the meaning of the word is easier to remember. Notice the illustrated definitions in the following chart from the novel.

Word	Meaning	Illustration
dingo	Australian animal similar to a dog	
wallaby	A small kangaroo	

Words like “dingo” and “wallaby” are easy to draw because they are concrete; that means that they can be seen with your eyes, felt with your hands, heard with your ears, tasted with your mouth or smelled with your nose. Sometimes, the words being defined are abstract, or cannot be seen, felt, heard, tasted or smelled. That means that they cannot be drawn in life-like form. For instance, “peace” cannot be experienced with the five senses; therefore, it cannot be drawn.



You may think of or signs, but they are not “peace”. They are *representations or symbols* of “peace”.

When you come upon an unfamiliar word that is abstract, do the following:

- list it in the chart
- give its definition
- either use it in a sentence or make a drawing in the illustration column



Word	Meaning	Illustration
love	A strong tender affection; deep devotion	(Abstract) Granddad's donation of a kidney for his grandson was a demonstration of love.
friendship	Mutual affection or regard	(Abstract) At camp, Tristan and Dana helped each other with chores because of their friendship.

Begin your illustrated dictionary for *Walkabout* by defining and/or illustrating the twelve terms listed in your **Response Booklet**. Doing this before reading will help you recognize and understand the words when you come to them in the novel. Find another six words that are new to you and record them in the spaces provided.



The following rubric outlines the expectations and evaluation for your Illustrated Dictionary.

5	Excellent <i>The student...</i> <ul style="list-style-type: none">• provides definitions that are precise and complete• displays understanding of definitions in a creative visual or sentence	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• provides definitions that are correct, but may not be complete• displays understanding of definitions in a basic visual or sentence
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• provides definitions that are accurate and complete• displays understanding of definitions in an appropriate visual or sentence	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• provides definitions that are inaccurate or incomplete• displays confused notion of definitions in choice of visual or sentence

Section 2B: Reading the Novel

Context Clues

Sometimes a reader lacks the background information to fully understand the events of a story. For instance, a veteran of World War II would have a very different understanding of a war story than a teenager of today. The veteran would have different words and experiences to help him visualize the events of a story. If you do not understand the meaning of a word in the novel, look for clues the writer sometimes provides to help the reader guess the appropriate meaning. These words or phrases that hint at the meaning of a word are called “context clues”. The following examples demonstrate context clues in action.

1. I was a fragile child, often **sick** and **small** for my age. My grandmother always called me **feeble**.

*You know from the narrator's description of himself – “sick”, “small” – that **feeble** means **weak**.*

2. I didn't want the popsicle anymore so I **discarded** it in the garbage can.

*You know from the speaker's comments about the popsicle that he does not want it anymore, so you can conclude that **discard** means **to throw away**.*

3. Colour is **inconceivable** to someone born blind.

*A blind person cannot imagine color if it has never been in his visual experience; therefore, **inconceivable** means **impossible to imagine**.*



Assignment 2: Using Context Clues



Suggest the meaning of the word in *italics* from how it is used in the sentence from your novel. Space is provided in the **Response Booklet** for your final copy.

1. She ducked down till only her floating hair showed on the surface: her long golden hair, the color of ripening corn, which she started to swirl around and about her like the *muleta* of a matador. (p. 13)

I think *muleta* means _____ because

2. It took them half an hour to get to the foot of the hills. They rose in a low *escarpment*, an outcrop of granite and quartz, jutting abruptly out of the level plain. (p. 20)

I think *escarpment* means _____ because

3. Thoroughly pleased with himself, Peter repeated the performance, this time adding a touch of *pantomime*, staggering backward as if he'd been struck. (p. 31)

I think *pantomime* means _____ because

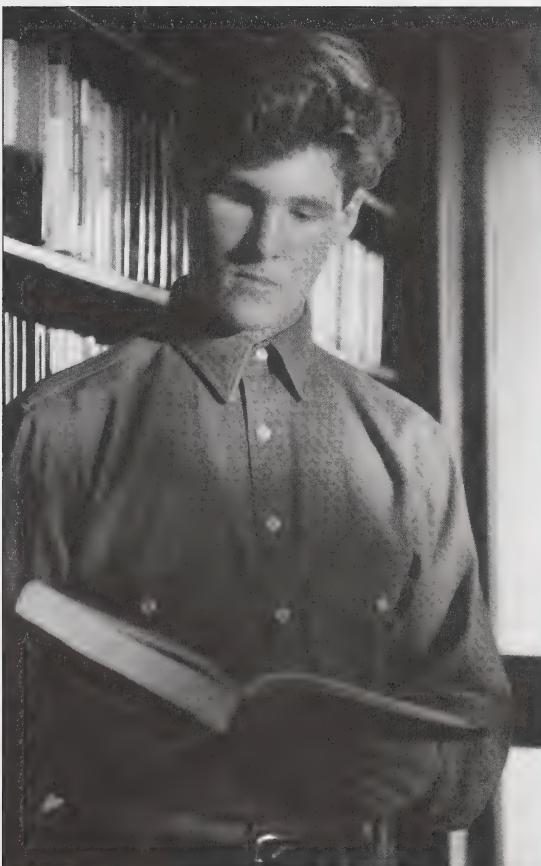
Reading Strategy: How To Read A Novel

In creating novels, authors select details for a purpose. They may begin with a vague notion or outline of how they want to communicate their ideas, but as they start writing and revising their drafts, they think of interesting ways to guide the reader to meaning through details. Any emotion or thought the reader has while reading the story is initiated by the author's selection and placement of information.

Writers manipulate the reader's thoughts and feelings because they want the reader to reach similar conclusions. Rarely is anything haphazard about any element of a story. Thus, each piece of literature should be taken seriously as a guide to meaning.

This section of the text gives helpful hints on point of view, predicting, setting, characters, conflict, symbols, and creative responses to literature.

For more information regarding how to read a novel, **READ** “Reading for Appreciation and Enjoyment” on pages 118 to 126 in *Reading and Writing for Success*.





Assignment 3: Reading Log - *Walkabout*

Reading a novel, a rather long piece of literature, often requires more than one sitting to complete. This can cause problems with what you consider the main idea because you may forget key details from the previous day.

You have learned about various reading strategies in the previous units. Another strategy that helps improve comprehension is the use of a **Reading Log**, which is discussed on pages 112 and 113 in *Reading and Writing for Success*.

The reading log has two purposes.

- It helps the reader to keep track of important events, characters, and symbols.
- It encourages the reader to reflect on the situation or character he has just read about.

When readers ask themselves questions about a character's motivation, they become more involved in the action and thus have a purpose to continue reading. The reading log allows them to make connections between what is happening in the novel and what is happening in their lives.

You are to fill out a Reading Log for each of the following sections:



- **READ** Chapters 1 to 6 inclusive, of *Walkabout* (pages 5 – 45).
- Complete the Reading Log for this section in your **Response Booklet**.
- **READ** Chapters 7 to 12 inclusive, of *Walkabout* (pages 46–79).
- Complete the Reading Log for this section in your **Response Booklet**.
- **READ** Chapters 13 to 18 inclusive, of *Walkabout* (pages 80 – 125).
- Complete the Reading Log for this section in your **Response Booklet**.

The chart on the next page is a short version of the Reading Log pages in your **Response Booklet**.



The following rubric outlines the expectations and evaluation for your Reading Log.

5	Excellent <i>The student...</i> <ul style="list-style-type: none"> • expresses a thorough and insightful understanding of the novel • gives a highly detailed account of events in the novel 	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none"> • expresses some understanding of the novel • gives some detail of events in the novel
4	Proficient <i>The student...</i> <ul style="list-style-type: none"> • expresses considerable understanding of the novel • gives a detailed account of events in the novel 	0-2	Developing <i>The student...</i> <ul style="list-style-type: none"> • expresses limited understanding of the novel • gives few details of events in the novel

Reading Log: *Walkabout*

Title of Novel _____ Author _____

Chapters _____ to _____

Pages _____ to _____

What Did I Understand About The Events In This Section?

What Did I Not Understand or What Confused Me?

Which Quotation Did I Find Interesting and Why?

Predictions For Future Action/Events:

Reading Strategy: 5 W's

Reading can be a demanding task. When you face the challenge of a long piece such as a novel, you need to draw on strategies that will help you understand the main ideas without getting side-tracked by interesting details. If you read the novel over a period of several days, you also need to be able to recall key events from the last reading session to understand the current day's narration.

Take a tip from newspaper reporters and increase your level of comprehension by answering the five Ws for each section of the novel you read.

➤ **Who** are the main characters?

What significant details do you attach to each individual and in what relationships is he involved? The main character that works to accomplish a goal is called the **protagonist**. Minor characters are known as subordinate characters because they are usually important only to reveal some trait of the protagonist's. The **antagonist** is a character or force that acts against the protagonist.

➤ **What** happens within the plot?

What disrupts the routine of the characters? What connection does that have to your daily life?

➤ **Where** does the action take place?

Where in the world is the story taking place? Where in the building does the action happen?

➤ **When** does the action take place?

In which month or year does the story take place? At what time of day? season?

➤ **Why** does the action and/or conflict happen?

Why do the characters behave in a certain way? Why do events happen in the way they do?

➤ **How** or by what means is something accomplished?

How will the characters solve their problems? How did you react to the story?

Comprehension may also increase if you ask yourself questions that encourage you to predict future events and consequences. Two such questions are

➤ “**What if...?**”

➤ “**What next...?**”

Assignment 4: 5 Ws Charts

The charts are samples of the ones in your **Response Booklet**. Record the details immediately as you read the novel.

Who:

Characters	Details
Main:	
Subordinate:	
Subordinate:	
Subordinate:	

What

What	
Where	
When	
Why	
How	
What if?	
What next?	

The following rubric outlines the expectations and evaluation for your three charts.

5	Excellent <i>The student...</i> <ul style="list-style-type: none">• selects relevant and accurate information with a high degree of effectiveness	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• selects relevant and accurate information with some effectiveness
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• selects relevant and accurate information with a competent degree of effectiveness	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• selects relevant and accurate information with limited effectiveness



Section 3B: Techniques

Recognizing Point of View

In *Reading and Writing for Success* (p. 118), you are introduced to three different viewpoints a writer may choose to deliver his narrative.

First Person:

This viewpoint allows the reader to feel that he is part of the action because the narrator is speaking directly to him. When a character taking part in the action tells the story, he refers to himself as “I” in the singular or “we” in the plural. Use of the first person pronoun indicates the writer’s choice of **first person point of view**. This is an effective technique to help the reader understand the main character’s thoughts and feelings, and thus the motivation for his actions.

In trying to determine whether the point of view is first person, make sure you look at text outside of dialogue. For instance, “*I took the diamonds and ran away,*” *I giggled mischievously* is written from the first person point of view because the speaker reveals his thoughts, of which other characters may be unaware.

The quotation, “*I took the diamonds and ran away,*” *giggled Fred mischievously*, may use the first person pronoun, but the point of view revealed in the **dialogue tag** is third person. Use of the proper name “Fred” in this manner tells you that an “all knowing”, distant individual tells only what he wants the reader to know about the character.

dialogue tag – words that identify the speaker and tone of a direct quote example – “I’m shocked!” she exclaimed.

Third Person:

This viewpoint keeps the reader at a distance from the action. The author controls the reader’s interpretation by telling him only what he needs to know to come to a specific conclusion. “Third person” refers to the use of “he/she/it” pronouns for the singular or “they/them” for the plural.

An author may reveal every character’s thoughts and feelings. This viewpoint is referred to as **omniscient** or all knowing.

Example: *Susan’s piercing gaze revealed her anger for John. He wilted under her stare, knowing he could never regain her respect. No one in the crowded room was aware of the exchange between these two. Jane tried her best to get Malcolm’s attention while George loudly explained his new political theory to the group gathered around him.*

Sometimes an author will want to reveal more about one or two characters than the others while remaining at a distance. The viewpoint that does this best is called **limited omniscient**.

Example: *Though the room was crowded, Susan felt that John was the only other occupant. He laughed periodically as he spoke with his buddies. She resented him for having spread those vicious rumors about her; he had destroyed her reputation. She regretted the day she met him and couldn't bear to look at him.*

Susan's feelings or thoughts are described in detail but John's remain unknown.

Assignment 5: Point of View

Identify the point of view used in *Walkabout* and support your opinion with quotations from the novel. Space is provided in the **Response Booklet** for your answers.

1. The point of view that James Vance Marshall uses in *Walkabout* is...
2. Two sentences from the novel which support this are...



Recognizing Symbols

In *Reading and Writing for Success* (p. 123), you are given valuable information about symbols. Certain objects that are repeated in stories obviously have importance, but sometimes this is difficult to justify.

A hint you may find helpful in explaining a symbol is to record the properties of the object as listed in a dictionary. Then you can apply those details to the function of the object in the story.

Example: *In “The Michelle I Know” in Unit 2, the “wig” was important because it was mentioned several times. The dictionary meaning for “wig” is “a covering of artificial hair for the head.” To Michelle, the wig represented a false image of health that she regarded as unacceptable.*



Assignment 6: Symbolism

Several objects are repeated in *Walkabout*, notably clothing and Mary’s drawing of a house. Explain the meaning of these two symbols. Space is provided in the **Response Booklet** for your answers.

Symbol	Dictionary Details	Meaning in Novel
Clothing		
Drawing of a house		



Assignment Reminder: Chapters 1 to 6 (pp. 5 – 45)

When you have finished the first section of the novel, complete the following assignments.

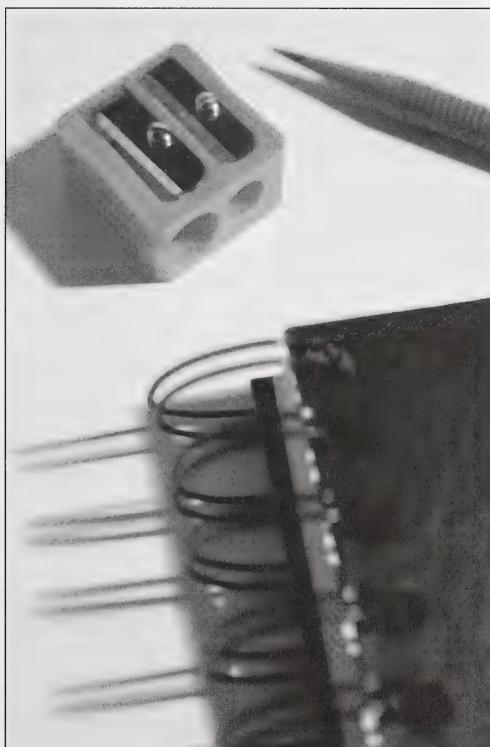
- **Assignment: Reading Log 1: *Walkabout***
A format page is provided in your Response Booklet.
- **Assignment: 5 Ws Chart**
A format page is provided in your Response Booklet.



Assignment Reminder: Chapters 7 to 12 (pp. 46-79)

When you have finished section two of the novel, complete the following assignments.

- **Assignment: Reading Log 2: *Walkabout***
A format page is provided in your Response Booklet.
- **Assignment: 5 Ws Chart**
A format page is provided in your Response Booklet.





Journal Entry 3

Occasionally, you encounter a situation in which others, and perhaps even you, question your actions and beliefs. For example, a student who always maintains that cheating is wrong may use someone else's work as his own in desperation to avoid failure. Later he must re-evaluate his actions to determine his actual stand on cheating. Is it acceptable in some circumstances but not others? Is it acceptable for him but not others? Is it acceptable only if he doesn't get caught? Are the rewards of the action significant enough to risk the gamble? Can he live with the knowledge that he has done something against his beliefs? This scenario focuses on the importance of awareness of your values and doing what has to be done to remain true to them, regardless of the consequences.

In this journal entry, comment on the following questions regarding your values and beliefs.

- What is important to you? Why?
- How far would you go to defend those beliefs?
- Is there any circumstance in which you would disregard those beliefs?
- How will you benefit by maintaining those beliefs?

Add any additional comments you may consider important to this topic.

Re-read your journal, making sure you have stated the ideas in the way you meant them to be interpreted. Review the “Evaluation of Journals” scoring rubric in “Introduction: Looking Ahead” to ensure you have included all the necessary components in an appropriate manner.

Attach the following information to this entry.

- Name
- File number
- Unit title
- Journal number

Now place this entry in your **Response Booklet**.



Assignment Reminder: Chapter 13 to 18 (pp. 80 -125)

When you have finished the last section of the novel, complete the following assignments.

- **Assignment: Reading Log 3: *Walkabout***
A format page is provided in your Response Booklet.
- **Assignment: 5 Ws Chart**
A format page is provided in your Response Booklet.

Section 4B: The Résumé and Letter of Application

Now that you have finished the novel, you are going to help Mary apply for a summer job. But first you need to learn or review the basics of a résumé and letter of application. You will need this knowledge to enter the work world and can follow the same procedure when you apply for a job.

The résumé is a very specialized document used in most levels of job applications, beginning often with you and a summer job and continues being developed throughout most careers including the highly trained professional seeking an executive position. Think of it as a snapshot of you in words. It and your letter of application create “the first impression” of you for a prospective employer.

Contents: Your résumé conveys information about you to your employer. What may such a person want to know?

- *Personal Information* - name, address, phone, perhaps e-mail
- *Work experience*
 - If you live in a town or city, you may have had experience in part-time jobs, babysitting, delivery route, volunteer help at local day care, assistance of an elderly neighbour, or any such activity that shows you have been responsible and busy.
 - If you live on a farm, you will likely have had considerable responsibility with livestock, machinery, and regular “volunteer” work. You may have been responsible for the farm while your parents took a short vacation!

The prospective employer wants initiative and willingness. Therefore, he or she is looking for evidence of activities that have prepared you for responsibility. These experiences are listed in reverse chronology—your current job first to the one you had three years ago—and each is dated.

- *Education* – Most students can claim “currently in Grade 10” at a specific school. Employers generally know that you will be enrolled in the ‘core’ courses (English, Social Studies, Science, Mathematics) but your options may be significant. Art, music, drama, and CTS courses show the direction of your interests. Be certain to include **all** non-school courses you have taken: babysitting, judo, piano, dance, art, riding, sports clinics, driver’s education, etc. Dates (month and year) are important to the prospective employer.
- *Interests and hobbies* are important indicators of personality and willingness to use time productively, two features of interest to that prospective employer. List them with some detail if possible.

Format: Employers expect a rather standard form of résumé. *Reading and Writing for Success* provides a suitable example of a student's functional résumé (p. 171). As you gain experience and approach the end of high school, you will learn that functional résumés tend to be more effective than chronological ones because skills and abilities are emphasized more than work experience.

- A résumé should be typed in a plain font on white paper.
- Headings should be **bold print** and spaced carefully.
- The word Résumé need not be used to head the document. Name and address are quite sufficient.
- Indentations should be consistent. The model in *Reading and Writing for Success* does not use indentations, but they can certainly assist reading.



Assignment 7: Plan a Résumé

Now that you know the purpose and contents of a résumé, you need to practice one. Instead of writing one for yourself, as you may have done in other courses, you are to use the information you gathered about one of the characters in the novel.

Pretend that Mary and Peter have arrived safely back in civilization. Mary wants to apply for a summer job. Help her get organized for this task by providing information from what you have learned about Mary throughout the novel.

Space is provided for your polished answers in the **Response Booklet**.

Follow the headings for “Writing A Résumé” on page 170 in *Reading and Writing for Success*. You may supply information such as address and phone number.

1. Identification:

- Character’s full name
- Address
- Phone Number

2. Work Experience:

In this section, you need to separate Mary’s skills from her personality traits. A *skill* is an art, trade, or technique, requiring use of the hands or body. According to this definition, decision-making would be a skill because a person learns from “trial-and-error” experience how to make sensible decisions. If a boss cannot be in the workplace, he wants to know that an employee can make decisions to keep the business running.

Personality traits distinguish one person from another. One personality trait that is valued in the work place is ‘dependability’; a boss wants to know that his employee will show up for work when he is scheduled.

Now think about Mary’s experiences throughout the novel and insert information into the appropriate sections of the following chart. Two skills have been given as examples. The skills on page 172 of *Reading and Writing For Success* are listed as “ing” words so you need to use this parallel construction when you list Mary’s skills.



Mary's Skills	Evidence of Use
Observing	Assessed landscape for food, water while lost
Building	Built a temporary shelter, "a hut of reeds", in the forest

Mary's Personality Traits	Evidence of Use
Hygienic	Bathed whenever she could
Adaptable	Survived without essentials in foreign territory

3. Education:

- Where would Mary have attended school? Give her school a name and address.
- What grade would she have completed because of her age?
- What courses would Mary have excelled in because of interests and skills she exhibited throughout the novel?

4. Other Activities:

Based on her actions and beliefs, what clubs would Mary have belonged to at school or in her community?

Clubs

Reason

What hobbies do you think she would enjoy?

Hobbies

Reason

5. References:

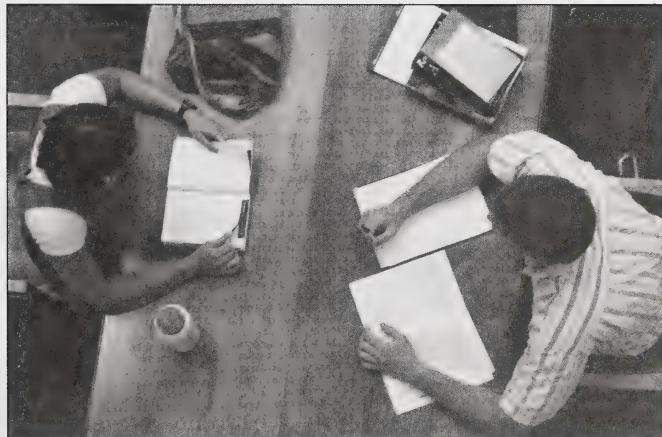
Choose two individuals from the novel who could testify that Mary is an honorable person. Provide their personal information.

- Name
- Position:
- Work Phone Number
- Home Phone Number

The following rubric outlines the expectations and evaluation for your plan for Mary's résumé.



5	Excellent <i>The student...</i> <ul style="list-style-type: none">• selects appropriate details with a high degree of effectiveness• chooses words precisely	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• selects appropriate details with some effectiveness• chooses general words
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• selects appropriate details with considerable effectiveness• chooses words effectively	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• selects appropriate details with limited effectiveness• chooses words ineffectively



Assignment 8: Write a Letter of Application

You are to write the letter of application that Mary would compose to apply for one of the following jobs.

Outdoor Instructor

Company:	Koala Adventurers
Salary:	\$8/ hour
Description:	Koala Educational Youth Program provides Australian youth with active outdoor opportunities and environmental education. We offer various walking tours for small groups of children aged 6 - 10.
Duties:	<p>Our instructors...</p> <ul style="list-style-type: none">Provide interesting and informative commentary about wildlife and their habitatNote significant details for points of interest along the trail
Necessary Details:	Summer instructors must... <ul style="list-style-type: none">Have knowledge of the Stuart Plain area in the Northern TerritoryBe outgoingRelate well with children.
Apply in Writing To:	Willie Wombat, Youth Programs Manager Koala Educational Youth Program 100 Kurrajung Avenue, Adelaide, Australia 567890

Biology Teachers' Assistant

Company:	Alice Springs High School, Biology Department
Salary:	\$8/ hour
Description:	Biology teachers at ASHS need assistants during the summer to help them collect data for field research on plant life and bird population in the Stuart Plain region.
Duties:	<p>Assistants will...</p> <ul style="list-style-type: none">Conduct survival studies for plants and birdsObserve and count various speciesTrap birds to attach tags or radio transmitters
Necessary Characteristics:	Applicants must... <ul style="list-style-type: none">Be independentAppreciate plant and animal lifeEnjoy being outdoors in all kinds of weatherRecognize detailEnjoy gathering wildlife data and samplesEmphasize and model a concern for the environmentCommunicate with people who do not speak English
Apply in Writing To:	Mr. Sam Sandalwood, Biology Department Head Alice Springs High School 200 Arkaloola Road Alice Springs, Australia 123456

Planning and Format:

In *Reading and Writing for Success* (pp. 174-176), you are given the different sections of a business letter. On page 176 a sample letter is provided for you. The numbered circles match the required information discussed on page 174. After you read about the information in each section of the letter, write that part of Mary's letter of application in the **Response Booklet**.

1. Heading

- Notice that in #1, Anton Rapp uses stationery with his name and address engraved across the top of the page. Use this format for Mary's return address and "fully block" or left justify the rest of the information.

Write the appropriate heading for Mary's letter now. Use the same address you supplied for her in the résumé assignment.

2. Date

Business Address:

- #2 begins with the *date*.
- Then a line is skipped before the *name or position* of the individual receiving the letter is written. If the envelope goes missing, the receptionist will still know who should receive the letter. The *business address* is added next.
- The *salutation* comes next and either mentions the receiver's name or "Sir or Madam" after "Dear". The colon (:) is the required punctuation to end this line.

Write the appropriate business address and salutation for Mary's letter. Use the address supplied in the job advertisement you have chosen for this assignment.

3. The Body

- #3 is the body of the letter, which is usually comprised of three or four paragraphs.
 - > The first paragraph contains a short specific sentence or two explaining the purpose of your correspondence. Remember that "time is money" in the business world, so the clearer you can be in your communication the better. Avoid beginnings such as, "My name is John Doe and I am writing..." because the writer's name is mentioned in the closing of the letter; therefore, this information is repetitious and wastes time. Instead, get right to your point: "I would like to apply for a summer job..."

Write the first paragraph in which Mary explains her purpose for writing the letter.

- The second paragraph provides relevant background information such as your work experience, which is significant to the desired job. You need to supply specific detail here for the reader to more easily see the skills you have used in former jobs and know whether they apply to the current position.

Write the second paragraph in which Mary explains her previous work experience.

- The third paragraph addresses personal qualities that may be valued in the job. In the sample letter on page 176 of *Reading and Writing for Success*, Anton Rapp claims he is “outgoing, responsible, and hard-working” but does not provide support. The employer would be more confident in Anton’s claims had he phrased this as “*Instructing groups with varying skill levels has taught me to be responsible about safety measures.*”

Write the third paragraph in which Mary explains her personal qualities.

4. Action

- The fourth and final paragraph is short, indicating the action you will take to follow-up your application. Many businesses are too busy to inform applicants that they are unsuccessful. Rather than wait to pursue other job interests, you need to phone within a realistic time period, usually two weeks, to discover whether you were successful or not. Although you are to be polite and business-like in tone, avoid thanking the employer for reading your letter because he/she *invited* you to apply for the job. You may instead thank him/her for considering your application.

Write the fourth paragraph in which Mary explains her follow-up action.

TIP



Instead of indenting to indicate a new sub-topic, each paragraph in business correspondence begins at the left hand margin and skips a line to indicate the beginning of a new paragraph.

5. Final Salutation (Complimentary Closing)

- # 5 has a simple closing followed by a comma, the writer's signature, and his typed name to compensate for illegible handwriting.

Write the closing to Mary's letter, including her signature.

Write the complete letter using the fully blocked format learned in this assignment. Space has been provided in your **Response Booklet**.

The following rubric outlines the expectations and evaluation for your plan and polished letter.



5	Excellent <i>The student...</i> <ul style="list-style-type: none">produces a highly effective planselects appropriate details with a high degree of effectivenessuses conventions of letter with high degree of effectivenesschooses words precisely	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">produces a general planselects appropriate details with some effectivenessuses conventions of letter with high degree of effectivenesschooses general words
4	Proficient <i>The student...</i> <ul style="list-style-type: none">produces an effective planselects appropriate details with considerable effectivenessuses conventions of letter with high degree of effectivenesschooses words effectively	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">produces a limited planselects appropriate details with limited effectivenessuses conventions of letter with high degree of effectivenesschooses words ineffectively

This is the last of the assignments specifically for *Walkabout*.

Now proceed to **Journal Entry 4** and **Assignments 9 to 11** (on the white pages) to finish this unit.

Reminder:

The following assignments on the white pages in this unit are to be completed by all English 10-2 students.



Final Section



Journal Entry 4

While reading the novel, you observed how various individuals reacted when their values and beliefs were tested. Discuss your reaction to the decisions of the characters in a paragraph or two.

- What connections did you make with any of the characters in their pursuit of goals?
- What insights into the complexity of beliefs and values have you experienced as they apply to your situation?
- What measurement will you apply to your values and beliefs to determine whether they are worth defending?
- How will you know if they should be revised?

Comment on these topics and any other issues regarding values and beliefs in this entry.

Re-read your journal, making sure you stated the ideas in the way you meant them to be interpreted. Review the “Evaluation of Journals” scoring rubric in “Introduction: Looking Ahead” to ensure you have included all the necessary components in an appropriate manner.

Attach the following information to this entry.

- Name
- File number
- Unit title
- Journal number

Now place this entry in
your **Response
Booklet**.





Assignment 9: Mechanics Pit Stop

Sentence Fragments

A sentence fragment is a phrase or clause that may look like a sentence, but it does not express a complete thought. The fragment may be missing an important element of a sentence, such as a verb or subject.

Example: **Fragment:** And left it at the desk.

Corrected sentence: She sealed the package and left it at the desk.

Assignments and space for your answers are in the **Response Booklet**.

Semicolon

Sometimes a sentence contains more than one thought. Use a semicolon between the clauses or thoughts of a compound sentence that are closely related but not connected by a conjunction (and, but). Do not capitalize the word after a semicolon.

Example: Hummingbirds and barn swallows migrate; most sparrows live in one place all year.

Assignments and space for your answers are in the **Response Booklet**.

The following rubric outlines the expectations and evaluation for your exercises.



5	Excellent <i>The student...</i> <ul style="list-style-type: none">• completes exercises with accuracy	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• completes exercises with some accuracy
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• completes exercises with near accuracy	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• completes exercises with little accuracy

Assignment 10: Journals

Attach or enclose your four journal entries for this unit. The following rubric outlines the expectations and evaluation for your journals. Please make sure that you have enclosed all of the journals that you were asked to write for the unit.



5	Excellent <i>The student...</i> <ul style="list-style-type: none">• provides consistently perceptive and original thoughts• includes thoroughly detailed content• establishes a precise purpose• maintains a clear and consistent voice throughout• uses effective organization• chooses thoughtful and creative language	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• provides conventional thoughts• includes content that may lack some details• establishes a clear purpose• maintains a voice unevenly• uses loose organization• chooses vague or general language
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• provides perceptive thoughts• includes clearly detailed content• establishes a definite purpose• maintains a consistent voice throughout• uses clear organization• chooses appropriate and thoughtful language	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• provides thoughts that are not clear• includes content that is unreasonably short or incomplete• establishes an uncertain purpose• maintains a voice inconsistently• organizes ideas with limited effectiveness• chooses unacceptable or inappropriate language



Assignment 11: What Have I Accomplished?

Now that you have finished the novel, you are able to explain what a novel is and how it differs from other forms of literature, particularly the short story. You are also able to demonstrate the importance of the following in creating and maintaining a reader's interest in the story.

- character
- setting
- conflict
- climax

Finally, you can connect incidents and ideas in the novel to your own experiences and values.

Reflect on your progress during this unit. Respond to the following questions in complete sentences. Discuss your thoughts and actions while you completed the assignments. Space is provided in the **Response Booklet**.



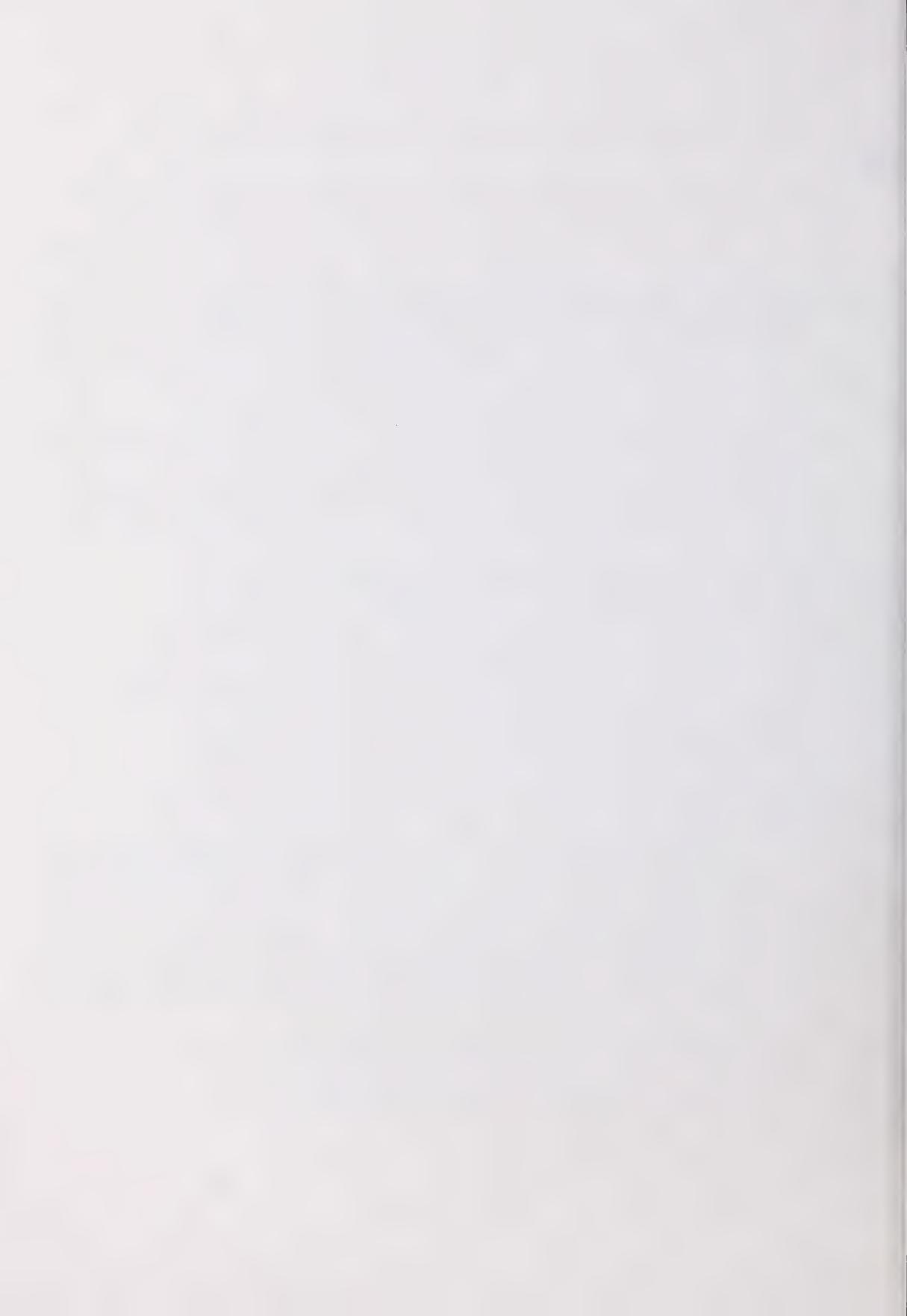
1. How involved did I get in these assignments?
2. What risks did I take in these activities?
3. What connections did I make between information in the novel and my life?
4. What have I noticed about the way I learn?
5. What have I done differently with the novel study that I have not done before?
6. What have I done in this unit to advance toward the accomplishment of the goals I set for myself in Journal 3 in the "Introduction: Looking Ahead" unit?
7. What can I conclude about the effort I put into a creative project for this unit?

The following rubric outlines the expectations and evaluation for your responses.



3-4	Well-Written <i>The student...</i> <ul style="list-style-type: none">• shows evidence of critical thinking• writes detailed and complete responses	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• shows little evidence of critical thinking• writes inappropriate and/or incomplete responses
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You are ready to celebrate your efforts and send your polished assignments for grading. You can proceed to Unit 8, *Film Study: Extending My Beliefs*. In this unit, you will learn to examine film, and gain knowledge that may cause you to re-evaluate and/or revise your beliefs.



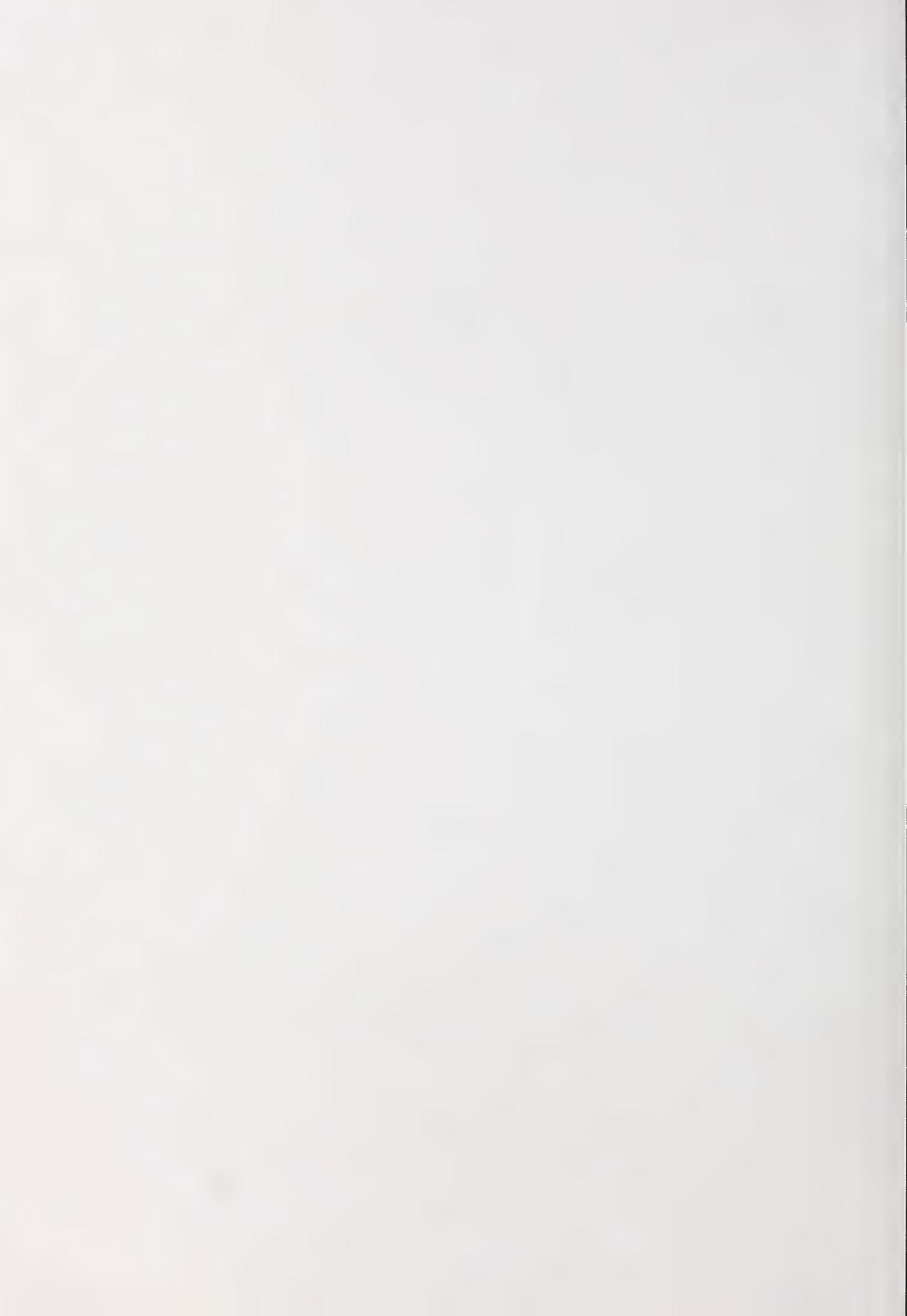
reading
representing
viewing, listening
writing, speaking

adventure
journey
discovery



Unit 8

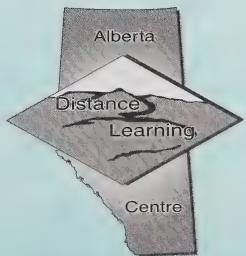
English 10-2



English 10-2

Unit 8

Film Study: Extending My Beliefs



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<http://www.adlc.ca>

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Unit 8: Extending My Beliefs

Introduction: Film Study



Western culture enjoys many forms of entertainment, and film is one of the most widely available. Films can be seen in large theatre complexes, in small town movie houses, or in the comfort of home via television broadcast, computer, or VHS/DVD players. Film acquaints viewers with many locations, characters and situations. Viewers may escape reality, live vicariously through others, and consider events and issues.

Film is a complex form of communication containing many ideas and messages that viewers must learn to consider and understand. Films use many of the same techniques as short stories, novels, photographs, and poetry.

Unit 8 of English 10-2 is designed to help you become active in considering the ideas of films and not just passive in consuming their entertainment.



Outcomes of the Unit

You will

- view and study a film
- learn about and apply various film techniques
- respond to ideas in their *Viewing Journals*
- employ various organizational techniques
- learn about target audiences
- reflect on values and beliefs in film
- create animated characters
- select a personal set of “theme” songs and create a CD cover brochure with liner notes
- prepare a proposal for a film
- consider careers in the film industry



The *Viewing Journal*

English 10-2 Introduction explained the journal as a useful tool in developing language skills. In this unit, you will be completing a *Viewing Journal*. This journal will contain your observations as you actively view the film.



READ in *Reading and Writing for Success* to give you a place to begin.

- “Reading Indirect Media Messages”, page 243
- Questions for reviewing a film, page 246

Using some shortened form for note taking while you view is highly recommended because writing and viewing at the same time can be difficult. If you use the “pause” button on the remote control and your journal and a pen, you will be ready to make notes of what you see and hear.

Your journal will be evaluated as it has in the previous units, with an emphasis on your ability to demonstrate a careful and considered observation of the film.



Vocabulary Log

Throughout this unit you will be encountering film terminology as well as new vocabulary. List new vocabulary in your vocabulary log. Here are some words to get you started.

- cinematography
- cinematographer
- director
- producer



Viewing Journal 1

Begin by thinking about movies generally. Do you have a favorite movie, a favorite actor, or a favorite director? Do certain types of movies appeal to you? Why?

In a few paragraphs, describe your favorite film or a film you recently viewed. **What aspects of this particular film made it so enjoyable for you?**

Some ideas you can consider include:

- the actors
- the storyline
- the special effects, both visual and auditory
- the soundtrack and its contribution to the film
- the costumes
- the setting
- the ending



Section 1: Film Terms and Techniques

Viewing is an important skill in language arts. Most people view every day, but often passively. This unit is designed to help you analyze actively the ways sound, colour, camera angles and images are used.



READ *Reading and Writing for Success*

- “Viewing a Photograph”, pages 244-245
- “Viewing a Film”, pages 245-247
- Terms of angles and shots, page 251



Assignment 1: Questions Relating to Film Study

Answer the following questions in the **Response Booklet**. Use *Reading and Writing for Success* for the source of information.

1. In what ways is a film very much like a short story or a novel?
2. Compare and contrast films and photographs.
 - a. In what ways are films similar to photographs?
 - b. In what ways are they different?
3. Define the following terms:
 - a. Subject
 - b. Frame
 - c. Lighting
 - d. Camera Angle
 - e. Cut
 - f. Shot
 - g. Scene
 - h. Sequence

4. Complete the following chart, describing as well as providing a quick sketch of the seven different types of camera shots. The information for this chart is on page 251 of *Reading and Writing for Success*. Space for your finished work is in the **Response Booklet**.

Type of Shot	Description	Sketch of Shot
high angle shot		
low angle shot		
normal or straight angle shot		
medium shot		
long shot		
tracking shot		
close up		

symbol – something that represents more than what it actually is. A dove is a bird, but it can also represent peace

The Use of Colour and Line

Films, especially animations such as the one you will be viewing, use **colour** and **line** to communicate specific ideas. Colours in varying shades are often given **symbolic** meanings to communicate emotions or particular aspects of character or setting.

Some common meanings associated with colours are shown in the following chart. Other cultures may have different symbolic meanings for colours.

Colours	Associated meanings
Blue	<ul style="list-style-type: none">• sadness• calm, serenity
Red	<ul style="list-style-type: none">• anger, hatred (bloodshed)• possibly love (strong emotion)
Black	<ul style="list-style-type: none">• evil, threat• depression
Green	<ul style="list-style-type: none">• envy, jealousy• growth, fertility
Yellow	<ul style="list-style-type: none">• warmth (sunlight), happiness
Purple	<ul style="list-style-type: none">• royalty• power
White	<ul style="list-style-type: none">• purity, cleanliness
Grey	<ul style="list-style-type: none">• lack of emotion• death• sadness

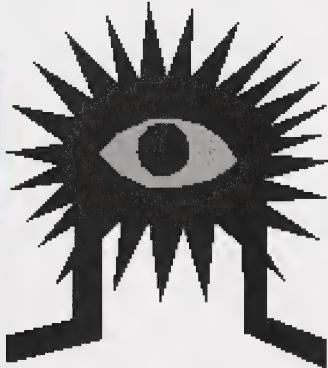
Often, colours are used in contrast. In one scene, a character may have bright colours such as white and yellow to be associated with a positive idea. In another scene, dark colours such as black or grey may show a change in character. Noticing the colours used to illustrate both characters and their surroundings throughout the film is especially important in viewing animation.

As well as colour, **line** communicates specific ideas in animated film. A character drawn with sharp lines, many angles and sharp features will often be contrasted with a character drawn with softer curves and rounded features. Generally, sharp lines and angles represent evil characters (the “bad”) and the softer curves represent heroes (the “good”).

line – the use of sharp lines, curves or angles to achieve a desired effect



Notice the soft curving lines in this friendly cartoon character.



Notice the sharp, angular lines in this threatening cartoon character.



Vistas Worth Visiting: Drawing Cartoon Characters

To learn more about the art of drawing cartoon characters, you may do the following.

- Visit the library to find books on cartooning.
- Study the comic pages of a daily newspaper to find examples.
- Visit the web site listed below.

<http://www.dancing-bear.co.uk/>

Draw at least two good or evil cartoon characters using colour and line to convey the characters' personalities.

Studying the Film

This unit is based primarily upon *The Lion King II: Simba's Pride*.

Printed with edging of this background texture...

- Film A: *Simba's Pride*

OR

Printed with edging of this background texture...

- Film B: *Alternative*



All students must complete assignments on white pages.

Section 2A: *Simba's Pride*, Opening and Part One

The animated film you will be studying is *The Lion King II: Simba's Pride*. This film follows the lives of two **prides** of lions living in Africa.

The film follows Kiara, a lioness who is maturing and trying to find where she belongs. During the film, she meets Kovu, who has been taught to believe that Kiara's pride is evil. He sets out to reclaim control of the pridelands in his father's name.

Your analysis of this film involves viewing the opening sequence and considering the techniques used by the animators and the ideas communicated.

In the opening sequence, dawn is approaching and the animals, predators and prey alike, are headed to Pride Rock for a special ceremony. Rafiki, the baboon, is beckoning the animals to witness the presentation of the new cub, Kiara, Simba's and Nala's firstborn.

The lyrics in the opening piece of music emphasize how the previous king, Mufassa, has passed his legacy to his son Simba, who is now passing it to his daughter. The opening sequence parallels a ritual **baptism**.

The following chart outlines elements of four specific shots in the opening sequence of the film. You may need to view the opening a few times to identify each of the elements outlined in the chart.

VIEW THE OPENING SEQUENCE

The opening sequence begins with the approaching of dawn and ends as the title of the film appears in bold letters on the screen.

pride – a group or company of lions

baptism – a sacrament, sometimes used to admit an infant to a Christian church; may involve giving of a name



Carefully study the chart below to learn about the decisions made by the animators and interpretations of their intended meanings.

	Shot #1 The baboon Rafiki perched on Pride Rock	Shot #2 Vision of Moufassa in the bright sky	Shot #3 Presentation of the new cub, Kiara	Shot #4 Introduction of Timone and Pumbaa
Camera Angle	A low angle shot emphasizes the importance of both Rafiki and the rock. The rock points to the sky where the previous kings' spirits reside.	A normal or straight angle shot emphasizes the god-like characteristics of Moufassa -someone to admire.	A normal or straight angle shot brings the viewer into close association with the new cub (main character).	An normal or straight angle shot allows the viewer to have a close association with these two comic characters.
Camera Distance	This long shot emphasizes that Rafiki is calling the animals from far and wide. It hints at the distance they will travel.	A medium shot shows the full face of Moufassa. The rays of light behind him which add to his god-like appearance.	A close up allows the viewer a clear view Kiara, an important character.	A long shot provides a full look at both Timon and Pumbaa. Since they are also on the rock, they must be an important part of the action taking place there.
Camera Movement	There is no specific camera movement in this shot.	In a pan shot the camera moves from Rafiki on the rock to Moufassa - as if he is presenting the vision in the sky to the animals.	A pan shot brings Kiara from Nala to Rafiki and then to the raised position. The pan minimizes the other characters and focuses the viewer on Kiara.	A pan shot moves from the happy family to the two characters, showing that they must have some important role to the family and the following shots.
Use of Colour	The blue of the sky is just appearing with a little pink remaining. The morning has come, representing a new day and a new beginning.	Moufassa is presented in soft oranges and brown. The golden light from the clouds helps to emphasize his goodness and his godliness.	Kiara has lighter shades of the same colours as Moufassa, emphasizing her connection to him. The sky is fully blue showing that the new day has begun and she is a part of it.	A strong contrast of colour between the warthog, Pumbaa (in dark brown and black) and the meerkat, Timone (light brown and taupe) emphasizes differences in their characters.
Use of Line	The clouds are soft and fluffy. The rock forms a distinct angle that points to the sky.	All of the lines used are soft curves - from his mane to his eyes to the smile on his face.	All of Kiara's lines emphasize her cuteness and cuddliness - her pudgy claws and the tuft of hair.	The characters contrast strongly. The warthog is large with coarse features and the meerkat is petite with fine features.
Elements of Plot	This shot introduces Rafiki and lets the viewer know the place the animals are heading.	This shot introduces another character linked to the reason the animals are on the move.	This shot introduces one of the protagonists and is the reason the animals have travelled to Pride Rock.	These characters must have a significant role. The viewer can assume they are friends to each other and to Simba.
Music and Sound Effects	The lyrics in this shot are not in English - perhaps Rafiki is beckoning the animals in his own language.	The lyrics "he lives in you" are sung as the camera pans from Rafiki to Moufassa emphasizing the power and presence of Moufassa.	The musical score has a distinct change in sound and tempo the moment she is raised. The camera closes in on her to emphasize that action.	Much of what these two characters say is humorous "...the really important stuff like how to belch [sound effect]" This sets the humorous tone for the film.

Symbols

Animators use purposeful symbols that communicate specific ideas in this sequence. Here are three to consider:

- **The full moon.**

A moon generally represents change. The full moon, shining brightly at the beginning of the sequence, helps the viewer realize that something either has changed or is about to change.

- **Rays of sunshine.**

Moufassa touches Kiara as Rafiki presents her to the animals. The rays of sunshine could represent her grandfather's approval and her acceptance into the prides of the past as well as the present.

- **The swirling leaves.**

If you watch carefully, you will realize that swirling leaves appear in the first shot and in many others. When Rafiki is finished presenting Kiara, the lyrics of the song "He lives in you...He lives in me" are sung. The leaves swirl around Kiara, Rafiki, Simba and Nala. The leaves also swirl among the animals that have gathered. The leaves seem to unite all the animals, predator or prey.

You will realize that film is much more than entertainment. It is a form of communication from which one may learn as well as receive enjoyment. How complex Disney films can be!





Viewing Journal 2

You have viewed and analyzed the opening sequence. You need to sit back with your remote control, pen and journal, and begin your observations.

- You will be viewing Part One of the film.
- The notes you make of your observations will be *Viewing Journal 2*.
- Use the following questions as a guide.
 - ◆ What colours do you notice used in Part One? Are they different from the opening sequence? What could these changes mean?
 - ◆ Look carefully at the way in which places, characters, and objects are drawn. Are there any changes from the opening sequence in the way these are drawn? What could these changes mean?
 - ◆ Listen carefully to the lyrics and the music in Part One. Write the lines or describe the music that connects in some way to the plot, characters, setting, or theme.
 - ◆ What purposeful symbols (either objects or actions) do you notice in Part One?
 - ◆ What role does humour play in Part One?
 - ◆ Listen carefully and write the dialogue that you believe contributes to the plot, character, setting or theme.



READ Assignment 2 before you view Part One.



VIEW PART ONE

Part One begins immediately following the shot containing the title of the film and ends as Simba looks down at Kiara and Kovu cuddled together under the stars.



Assignment 2: Questions Relating to the Film – Part One

The Lion King II: Simba's Pride is more than just a children's animated film. Like any story, it has basic elements of plot, setting, character and theme as well as other specific literary conventions.

You have viewed the film from the opening sequence to the shot of Kovu and Kiara cuddled under the stars. You have studied a chart modelling the analysis of film techniques. Now, consider the narrative and technical aspects of Part One of the film.

Answer each of the following questions, giving as much specific detail from Part One of the film as you can. Your viewing journal should provide you with helpful information. Viewing Part One of the film more than once will help you provide detailed answers.

Space for your finished work is in the **Response Booklet**.

Audience

1. Consider the apparent purpose and dialogue of Timon and Pumbaa. Who is the intended audience of this film? Give specific details to support your answer.
2. A **pun** is a purposeful play on words, generally humorous. When Pumbaa falls on Kiara in the water, Timon says "...let me define babysitting." A play on the word "babysitting" has been established. They are supposed to be babysitting or looking after Kiara, except Pumbaa is literally "sitting" on her.

Complete the chart below by finding one more example of a pun in the film and explaining it.

Pun	Play on Words
"...let me define babysitting."	Instead of looking after Kiara, which is the meaning of "babysitting", Pumbaa is literally "sitting" on Kiara.

Character

3. Listen carefully to the lyrics of the song “We Are One”.
 - a. Write the lines that show Simba’s lesson in responsibility and expectations. Explain how this lesson may be worthwhile for you, the viewer.
 - b. Write the lines that show Kiara’s quest to discover something about herself. Explain how this lesson may be worthwhile for you, the viewer.
4. Simba breaks his promise to Kiara about not sending anyone to look after her during her first hunt. Kiara is offended. Why? What does the hunt actually represent to her?
5. Kovu is expected to get close to Kiara and then enact revenge on Simba once he has gained his trust. Why can Kovu not go through with Zira’s plan?
6. Although he wants to tell her, Kovu cannot tell Kiara the truth about Zira’s plan for him being with Simba’s pride. Why does he walk away in shame?

Visual Elements

7. Part One has some visual contrasts. Suggest the meanings being communicated.

Visual Contrasts		Ideas Communicated
Pridelands	Outlands	
Kiara	Kovu	
Family and expectations of Kiara	Family and expectations of Kovu	

8. Notice carefully the use of black and red during Zira’s song “My Lullaby”. Identify two purposeful uses of black and red in Part One and explain the idea being communicated by each.



Section 3A: *Simba's Pride*, Part Two

Viewing Journal 3

Sit back with your remote control, pen and journal, and begin your observations of Part Two.

- You will be viewing Part Two of the film.
- The notes you make of your observations will be *Viewing Journal 3*.
- Use the following questions as a guide.
 - ◆ What colours do you notice being used in Part Two? Are they different from Part One? What could these changes mean?
 - ◆ Look carefully at the way in which places, characters, and objects are drawn. Are there any changes from Part One in the way these are drawn? What could these changes mean?
 - ◆ Listen carefully to the lyrics and the music in Part Two. Write the lines or describe the music that connects in some way to the plot, characters, setting, or theme.
 - ◆ What purposeful symbols (either objects or actions) do you notice in Part Two?
 - ◆ What role does humour play in Part Two?
 - ◆ Listen carefully and write the dialogue that you believe contribute to the plot, character, setting or theme.



READ Assignment 3 before you view Part Two.



VIEW PART TWO.

Part Two will complete the film. It begins with Kiara and Kovu approaching Pride Rock for the night. Kiara says goodnight to him and Simba invites him into the den.



Assignment 3: Analyzing a Sequence of Film

Write your polished answers in the **Response Booklet**.

1. Select three specific shots and analyze them as you saw in the chart on page 10.
Use the following chart as your draft.

Description of Shots	Shot #1	Shot #2	Shot #3
Camera Angle			
Camera Distance			
Camera Movement			

	Shot #1	Shot #2	Shot #3
Use of Colour			
Use of Line			
Elements of Plot			
Music/Sound Effects			

2. The animator has made choices of symbols. Identify three specific symbols and the ideas they communicate.

Symbols	Meanings in the Film





Assignment 4: Questions Relating to the Film – Part Two

Answer the following questions, giving specific details from Part Two of the film. Your viewing journal should provide you with helpful information. Viewing Part Two the film more than once will help you provide detailed answers.

1. After Simba invites Kovu into the den for the night, he turns his back on Kovu as they walk towards the opening. Why is this significant?
2. As the outlanders surround Simba, specific visual aspects communicate their evil intent. Describe two visual aspects that indicate evil.
3. As Kiara is singing her lines in the song “Love Will Find a Way”, the viewer sees a repeated image that emphasizes how alone Kiara feels without Kovu. Describe this image.
4. Look carefully at the outlanders as they approach the barren land preparing for the attack on Simba.
 - a. Describe the colours that you see on the lionesses.
 - b. What is suggested by these colours?
5. As Kiara is trying to convince her father not to fight, he turns to her and says, “but they....” She replies by saying, “Them? – Us... look at them, they are us! What differences do you see?”
 - a. What differences do you see? (Consider what happens to the colours used for the outlanders.)
 - b. What is the purpose of this change?
6. Rain falls during the fight scene. As well, a flood develops in which Zira falls to her death. What does floodwater represent in these final scenes?
7. In the closing sequence of the film, Rafiki anoints Kiara and Kovu and they join the pride circle. Then, they move to the end of Pride Rock and give a mighty roar. What idea(s) is communicated by the similarities between this final sequence and the opening sequence?



Viewing Journal 4

You have completed viewing the film. You need to reflect on an important idea presented in the film.

One of the main conflicts present in the film is an internal conflict. Both Kiara and Kovu must deal with the expectations of their parents. As well, they must deal with what they want for themselves.

In your viewing journal, write two paragraphs:

1. Discuss specific examples of Kiara and Kovu's conflict between their parents' expectations and their own.
2. Describe a time when either you (or someone you know) had to deal with a similar type of conflict. What were the expectations you faced? What did you want? How did you deal with the conflict?



Section 4A: Messages About Characters

In literature, characters are presented in several ways. The author will directly give information about a character's age or hair colour, for example. The character may act in a shy way around adults in the story, revealing an aspect of his personality. As well, other characters may talk about a character, revealing something about him to the reader.

In a film, specific information about characters is given to the viewer in several ways as well. Because film relies on the visual, the viewer learns a great deal through the active process of viewing. A character's hair colour, height, weight and other physical characteristics can be seen easily. Key traits may be evident in a character's interactions with others. Others' comments about a character also reveal key traits to the viewer.

In *The Lion King II: Simba's Pride*, one other particular element reveals a great deal about many of the characters in the film. The lyrics reflect specific aspects of personalities and reveal important information enabling viewers to understand characters' actions more fully.

Assignment 5: Analyzing Song Lyrics

Your assignment is to discover some of the specific character traits revealed within the songs in *Simba's Pride*. The chart below will help you organize your ideas. Space for polished work is in the **Response Booklet**.

Song A: "We Are One" - sung by Simba and Kiara

Song Lyrics	Traits Revealed About Simba	Traits Revealed About Kiara

Song B: “My Lullabye” - sung by Zira

Song Lyrics	Traits Revealed About Zira	Traits Revealed About Kovu

Song C: “Love Will Find a Way” - sung by Kiara and Kovu

Song Lyrics	Traits Revealed About Kiara	Traits Revealed About Kovu

Film Study Alternative Assignment

Should you be unable to view *The Lion King II: Simba's Pride* to complete this unit, you are expected to complete this alternative assignment to fulfill the requirements of Alberta Learning for English 10-2.

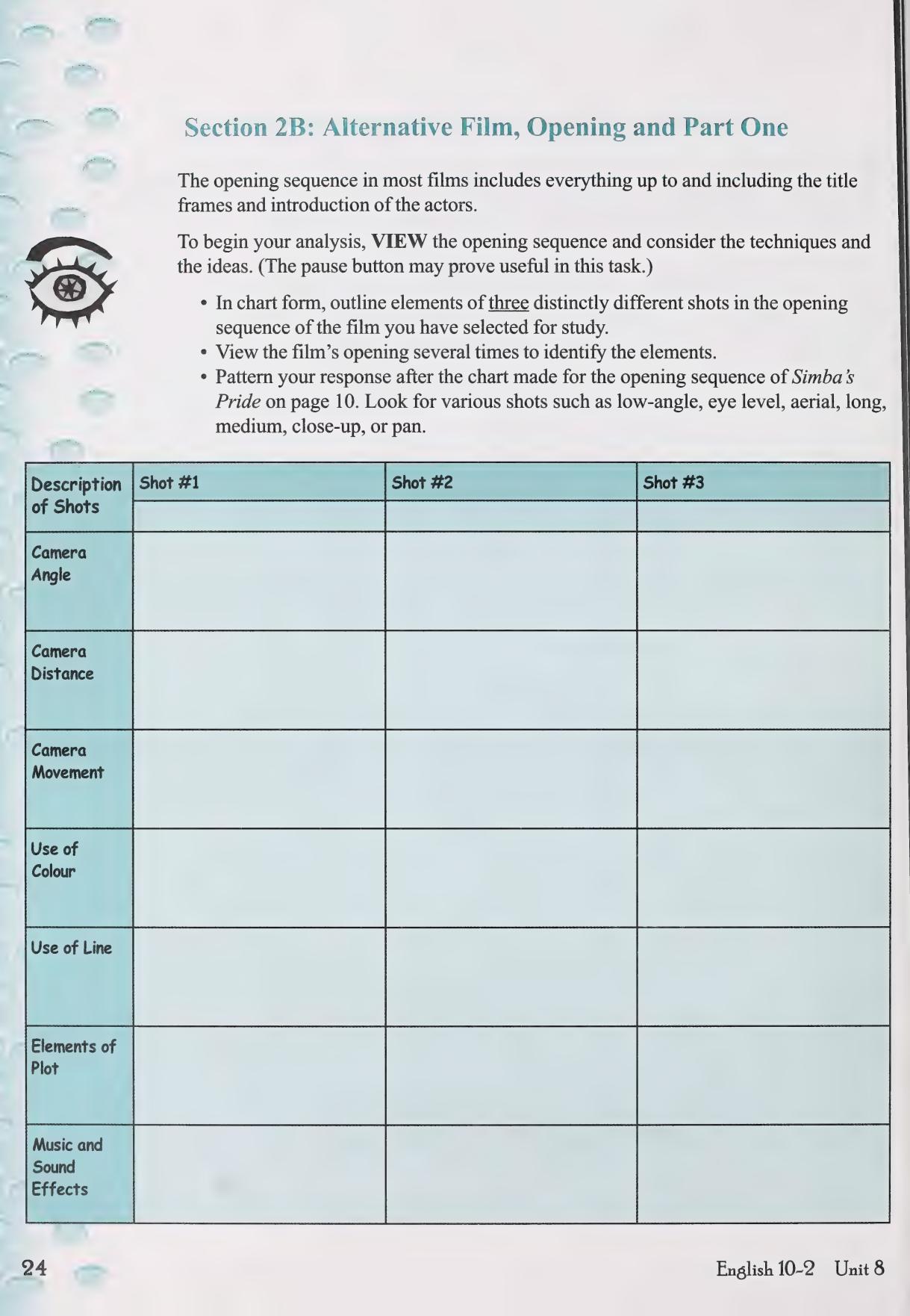
Please select one of the following film titles.

Alternative Film Titles:

- *Finding Forrester* (2000)
 - Rated PG for brief strong language and some mild sexual references
 - An Afro-American teen writing prodigy finds a mentor in a reclusive author
 - The focus is on attaining one's potential despite being misunderstood.
- *October Sky* (1999)
 - Rated PG for language
 - The true story of Homer Hickam, a coal miner's son, who was inspired by the first Sputnik launch to take up rocketry against his Father's wishes.
 - The focus is on attaining one's potential with support of others and despite circumstances.
- *What's Eating Gilbert Grape* (1993)
 - Rated PG-13
 - Gilbert has responsibility for his autistic brother Arnie and his obese mother, but complications arise when love walks into his life.
 - The focus is on meeting responsibilities while preserving dignity.

Your Selected Alternate Film: _____

The **Response Booklet** provides space for polished answers and charts.



Section 2B: Alternative Film, Opening and Part One

The opening sequence in most films includes everything up to and including the title frames and introduction of the actors.

To begin your analysis, **VIEW** the opening sequence and consider the techniques and the ideas. (The pause button may prove useful in this task.)



- In chart form, outline elements of three distinctly different shots in the opening sequence of the film you have selected for study.
- View the film's opening several times to identify the elements.
- Pattern your response after the chart made for the opening sequence of *Simba's Pride* on page 10. Look for various shots such as low-angle, eye level, aerial, long, medium, close-up, or pan.

Description of Shots	Shot #1	Shot #2	Shot #3
Camera Angle			
Camera Distance			
Camera Movement			
Use of Colour			
Use of Line			
Elements of Plot			
Music and Sound Effects			



Viewing Journal 2

You have viewed and analyzed the opening sequence. You need to sit back with your remote control, pen and journal, and begin your observations.

- You will be viewing Part One of the film.
- The notes you make of your observations will be *Viewing Journal 2*.
- Use the following questions as a guide.
 - ◆ What colours do you notice being used in Part One? Are they different from the opening sequence? What could these changes mean?
 - ◆ Look carefully at the way in which places, characters, and objects are presented. Are there any changes in the way this is done from the opening sequence? What could these changes mean?
 - ◆ Listen carefully to the lyrics and music in Part One. Write the lines or describe the music that connects in some way to the plot, characters, setting, or theme.
 - ◆ What purposeful symbols (either objects or actions) do you notice in Part One?
 - ◆ What role does humour play in Part One?
 - ◆ Listen carefully and write the dialogue that you believe contributes to the plot, character, setting or theme.



READ Assignment 2 before you view Part One.



VIEW PART ONE

Watch the first half of your film and respond to the following assignments. Most feature films are about two hours in length, so watch about the first hour and pause your viewing at a natural break between scenes.



Assignment 2: Questions Relating to the Film – Part One

Answer each of the following questions, giving as much specific detail from Part One of the film as you can. Your viewing journal should provide you with helpful information. View Part One of the film more than once to help you provide detailed answers.

Space for your finished work is in the **Response Booklet**.

Audience

1. Who is the intended audience of this film? Defend your answer by referring to specific details.
2. Humour is a strong part of the alternative films. Select two examples of humorous lines and explain them.

Character

3. Character is developed by what a person says and does as well as by what others reveal. Select two characters and list three traits about each with details from Part One that support them.

Name of main character: _____

Traits	Details

Name of secondary character: _____

Traits	Details

Visual Elements

4. Films often use visual contrasts to communicate specific ideas. For example, the “good guys” in old time western movies would wear white hats whereas the “bad guys” wore black hats. Not all visual contrasts are this simple, of course. Identify at least two visual contrasts in Part One of the film and the ideas they communicate.

Visual Contrasts (A contrasts with B)		Ideas communicated
A	B	

5. Notice carefully the use of colours. Identify two purposeful contrasts such as black and red or blue and orange. Explain the idea being associated with each colour and the apparent purpose of the contrast.

Contrasting Colours	Purpose of Contrast

Plot

6. What are the main characters trying to accomplish and what forces are against them? Summarize the conflicts of Part One in the following chart.

Main Character	Goals	Opposing Forces or Characters	Type of Conflict

Section 3B: Alternative Film, Part Two

Viewing Journal 3

Sit back with your remote control, pen and journal, and continue your observations.

- You will be viewing Part Two of the film.
- The notes you make of your observations will be *Viewing Journal 3*.
- Use the following questions as a guide.
 - ◆ What colours do you notice being used in Part Two? Are they different from Part One? What could these changes mean?
 - ◆ Look carefully at the way in which places, characters, and objects are presented. Are there any changes from Part One in the way these are presented? What could these changes mean?
 - ◆ Listen carefully to the lyrics and the music in Part Two. Write the lines or describe the music that connects in some way to the plot, characters, setting, or theme.
 - ◆ What purposeful symbols (either objects or actions) do you notice in Part Two?
 - ◆ What role does humour play in Part Two of the film?
 - ◆ Listen carefully and write the dialogue that you believe contributes to the plot, character, setting or theme.

READ Assignments 3 before you view Part Two.

VIEW PART TWO

Part Two is the second half of your film.





Assignment 3: Analyzing a Sequence of Film

Write your polished answers in the **Response Booklet**.

Select three specific shots from the second part of the film and analyze them as you saw in the chart on page 10 for *Simba's Pride*. To ensure that your marker may visualize the scene, your description must be accurately detailed.

Description of Shots	Shot #1	Shot #2	Shot #3
Camera Angle			
Camera Distance			
Camera Movement			

	Shot #1	Shot #2	Shot #3
Use of Colour			
Use of Line			
Elements of Plot			
Music/Sound Effects			



Assignment 4: Questions Relating to the Film – Part Two

Write your polished answers in the **Response Booklet**.

Answer each of the following questions, giving specific detail from Part Two of the film. Your viewing journal should provide helpful information. Viewing Part Two of the film more than once will help you provide detailed answers.

1. Choose one of the conflicts faced by the main characters you identified earlier. Explain how the conflict was resolved.
2. Filmmakers choose symbols purposefully. Identify three specific symbols (objects, gestures, items of clothing, etc.) you found in the film and the ideas they communicate.

Symbols	Meanings in the Film

3. Most films contain humour, even if they are very serious. Select three examples and explain what makes each humorous.
4. Change in colour or intensity of colour (dark to light, for example) is controlled carefully by film makers. Identify two examples of deliberate change in colour or intensity used to convey meaning.

Colour Change	Meaning

5. The closing sequence of the film is often key to understanding the plot and theme. Often changes in characters or their situations are accentuated. In the following chart compare the opening and closing sequences of the film.

Opening Sequence	
Closing Sequence	
Similarities and Differences	
Ideas Communicated	

Viewing Journal 4



You have completed viewing the film. You need to reflect on an important idea presented in the film.

In your viewing journal, write two paragraphs:

1. Discuss specific examples of the conflicts facing the main character(s).
2. Describe a time when you (or someone you know) had to deal with a similar type of conflict. What were the expectations you faced? What did you want? How did you deal with the conflict?

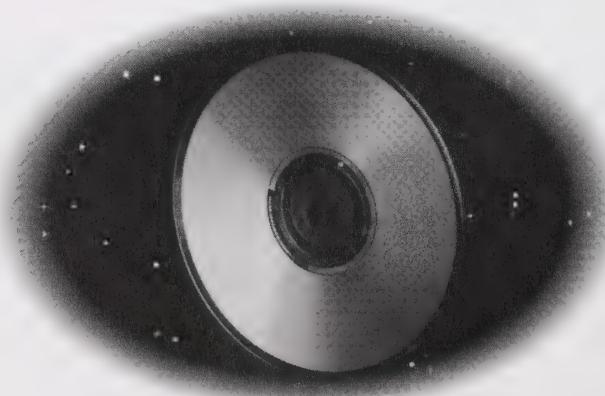
Section 4B: Messages About Characters



In a film, specific information about characters is given to the viewer in several ways as well. Because film relies on the visual, the viewer learns a great deal through the active process of watching. A character's hair colour, height, weight and other physical characteristics can be seen easily. Key traits may be evident in a character's interactions with others. Others' comments about a character also reveal key traits to the viewer.

Another method of illuminating character traits is through the soundtrack selections, both songs and music, that accompany the camera sequences. The lyrics reflect specific aspects of personalities and reveal important information enabling viewers to understand characters' actions more fully.

In literature, characters are presented in several ways. The author will directly give information about a character's age or hair colour, for example. The character may act in a shy way around adults in the story, revealing an aspect of his personality. As well, other characters may talk about a character, revealing something about him to the reader.





Assignment 5: Analyzing Music and Song Lyrics

Your assignment is to discover some of the specific character traits revealed by the music or songs in the film you have studied. The chart will help you organize your ideas.

Song Title, Significant Lyrics, or Music	Traits Revealed About Character

The following assignments are for all students.

Section 5: Selecting Songs for a Personal Soundtrack



The music accompanying a film is called a **soundtrack**. Songs and music are carefully selected by film producers to support the plots, characters, and messages of their films. Music is very important in creating atmosphere and controlling emotion. The music soundtrack of a popular film can become as popular as the film itself.

In the next assignment, you will select three songs that you will include on your personal soundtrack. A personal music soundtrack reflects your character, values, and beliefs.

The first step is to listen to your favourite CD or cassette collections. Your task is to find three songs with lyrics significant to you. If you have a limited personal music collection, tune in to your favourite radio station or music video television station to find music you feel you can use for this assignment.

The second step is to supply for the marker the complete lyrics of each song. You can access these either on the CD insert, the cassette insert, the internet, or perhaps just by listening and transcribing.

The third step is to find three strong details from each song (either the musical instrumentation and/or the lyrics) that relate to your personality.

The fourth step is to listen to the tempo and/or pace of the music. Consider the instruments used, the instrumental solos, and the instrumentation that opens the song and closes the song. Then, consider ways these relate to your personality.

Assignment 6 asks for a chart such as the following to help you organize your ideas.

Song Information	Song Details	How Song Element Reflects My Values and Beliefs
Title: "Somewhere Over the Rainbow" Writer/Composer: Words by E. Y. Harburg, music by Harold Arlen	1. "When all the clouds darken up the skyway, there's a rainbow highway to be found."	My parents taught me to always look for the good in all darkness. These lines remind me to do that. I will find a way around all difficulties.
Performing Artist: Ian Tyson from the CD Lost Herd	2. "The dreams that you dare to dream really do come true."	These lines reflect my belief that one has to dare to dream or one will never find happiness in life. I can only reach those goals in life that I dare to imagine reaching.
	3. "If all those little bluebirds fly beyond the rainbow, why, oh why, can't I?"	These lines reinforce my belief that I am significant despite my youth, and remind me that I must trust my ability to "fly" towards my dreams and goals.

- In the first column, record information about each song title, songwriter and/or composer, and performing artist.
- In the second column, record the details selected in ***the third step*** on the previous page. These may be lines of the song or descriptions of some element of the music.
- In the third column, explain how that detail from the song directly relates to you. Be specific.



Assignment 6: My Soundtrack Selections and Explanations

Space for your finished work is in the **Response Booklet**.

1. Complete the following chart after you have selected your three songs.

Song Information	Song Details	How Song Element Reflects My Values and Beliefs
Title: Writer/Composer: Performing Artist:	1.	
	2.	
	3.	
Title: Writer/Composer: Performing Artist:	1.	
	2.	
	3.	
Title: Writer/Composer: Performing Artist:	1.	
	2.	
	3.	

2. You have completed the draft of your chart. You are ready to create a five-paragraph composition to form the explanation for your soundtrack's CD cover insert.

In paragraph one, your introduction, provide

- the title of the soundtrack
- the titles and artists who perform the songs
- a brief explanation of how you went about selecting the songs

In paragraph two, explain in general terms

- why you selected the first song
- the details in the song that relate to you
- the personal values and beliefs these details represent

In paragraph three, explain in general terms

- why you selected the second song
- the details in the song that relate to you
- the personal values and beliefs these details represent

In paragraph four, explain in general terms

- why you selected the third song
- the details in the song that relate to you
- the personal values and beliefs these details represent

In paragraph five, conclude the composition by

- summarizing what the three songs represent about you, your values, and your beliefs
- suggesting what you think the listener will gain personally from listening carefully to these songs
- leaving the reader with a strong closing statement – something that will provoke both their interest and their thoughts about the songs you have selected

Space is provided for your planning and drafting. Polished work is to be placed in the **Response Booklet**. Review the criteria on which your composition will be evaluated.

Explanation of Soundtrack Selections— DRAFT copy

Presentation of Ideas <i>The student...</i>		Writing Skills <i>The student...</i>
5	Excellent <ul style="list-style-type: none"> • shows a high degree of originality and creativity in presentation of ideas • shows strong and insightful connections between self and music/lyrics • chooses music/lyrics that are appropriate and significant 	Excellent <ul style="list-style-type: none"> • makes appropriate and effective word and sentence choices • arranges ideas in precisely structured paragraphs • writes an error-free composition
4	Proficient <ul style="list-style-type: none"> • shows a considerable amount of originality and creativity in presentation of ideas • chooses music/lyrics that are appropriate and somewhat significant • shows perceptive connections between self and music/lyrics 	Proficient <ul style="list-style-type: none"> • makes appropriate word and sentence choices • arranges ideas in purposefully structured paragraphs • writes a composition that contains minor errors
3	Satisfactory <ul style="list-style-type: none"> • shows some originality and creativity in presentation of ideas • chooses music/lyrics that are appropriate • shows clear connections between self and music/lyrics 	Satisfactory <ul style="list-style-type: none"> • makes general, yet clear word and sentence choices • arranges ideas in structured paragraphs • writes a composition that shows basic control of conventions
2	Limited <ul style="list-style-type: none"> • shows a limited originality and creativity in presentation of ideas • chooses music/lyrics that are somewhat appropriate • shows some vague or general connections between self and music/lyrics 	Limited <ul style="list-style-type: none"> • makes general and vague word and sentence choices • arranges ideas in paragraphs with faltering control of structure • writes a composition that shows faltering control of conventions
1	Developing <ul style="list-style-type: none"> • shows little to no originality and creativity in presentation of ideas • chooses music/lyrics that are not appropriate • shows weak or inappropriate connections between self and music/lyrics 	Developing <ul style="list-style-type: none"> • makes inappropriate and ineffective word and sentence choices • may not arrange ideas in structured paragraphs • writes an unclear composition due to many errors

Section 6: Being An Active Audience

When creating a piece of literature, an author often has a specific group of people in mind to be influenced by the messages of the work.

Filmmakers also have **target audiences** in mind when creating their work.

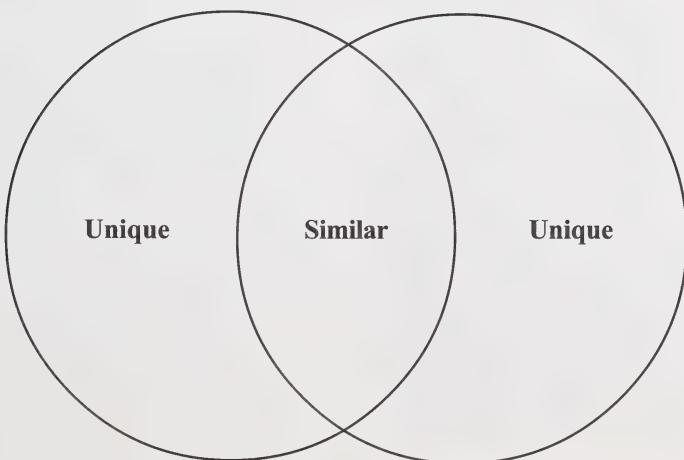
The target audience for Disney's animated classics such as *Cinderella*, *Pinocchio* or *Aladdin* may seem to be children. The colourful, lively animation and unforgettable cute and silly characters seem to appeal to the young viewer. Visually, Disney films do seem to be directed to a young audience.

However, beyond the visual components of the film, the dialogue of Disney films, including *The Lion King II: Simba's Pride*, suggests these films are meant for a much wider audience.

Films such as *The Breakfast Club* seem to target teenage audiences. Obviously, viewers of any age may benefit from messages concerning individuality and involvement with peers.

The Venn Diagram

One organizational tool you can use to show similarities and differences is a graphic called a **Venn Diagram**. Two interlocking circles allow both unique and shared characteristics to be shown. The parts of the circles that do not interlock are the unique aspects of the two things compared. The interlocking parts of the circles contain similar elements.



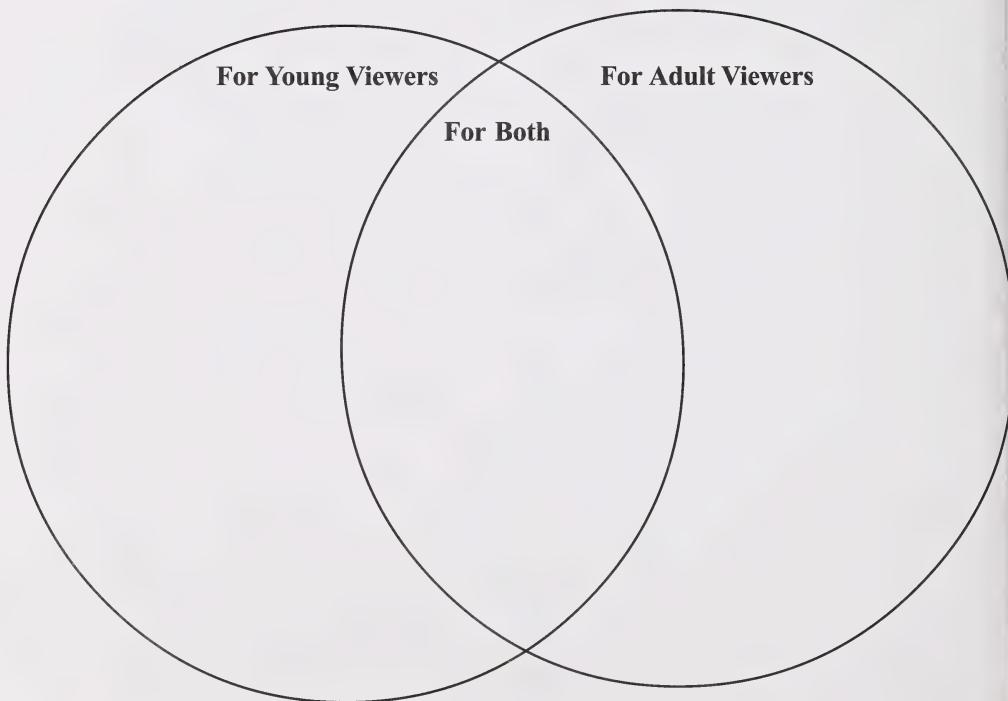


Assignment 7: Analyzing a Film for Target Audiences

Complete the Venn diagram below.

- Show the aspects of the film you studied that are specifically targeted towards children or youth.
- Show the aspects specifically targeted towards adults.
- Show the aspects targeted to both groups of viewers.

Below is the Venn diagram to use as a draft. Your completed diagram should be placed in your **Response Booklet**.





Mechanics Pit Stop

The language spoken by the characters in a film usually reflects the language of the era in which the film is set or, in the case of an animated film, the common language of the film's intended audience.



For example, films aimed at young viewers may not follow correct rules of grammar. However, as a student of English you do need to be aware of correct usage. One of the most common errors made in common speech is incorrect pronoun selection.

READ and study the notes on correct pronoun selection on pages 205-206 in *Reading and Writing for Success*.



Assignment 8: Creating a CD Cover

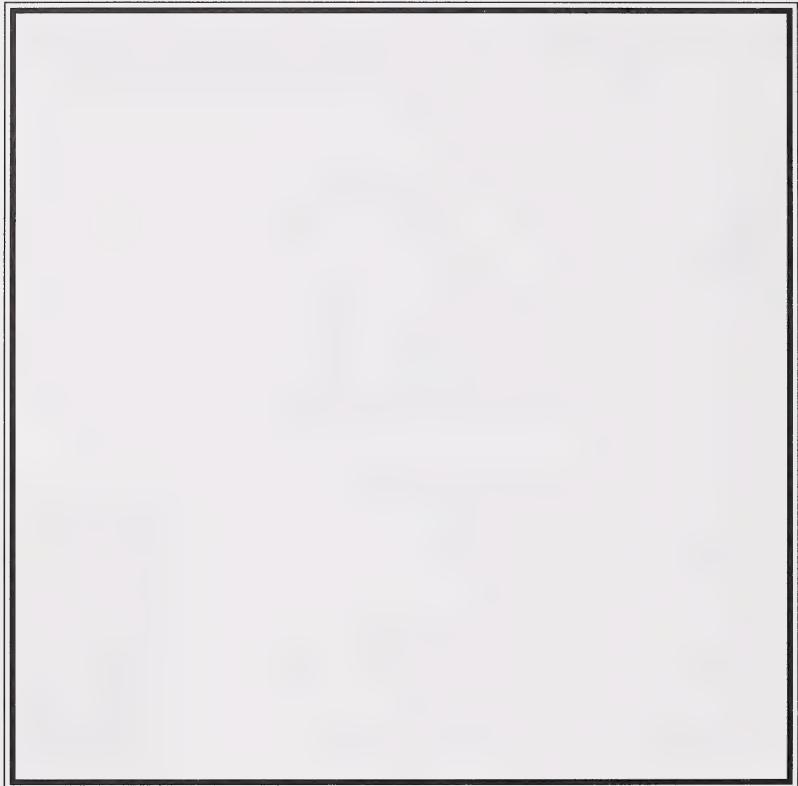
To assist you in the following, use your personal soundtrack created in Assignment 6.

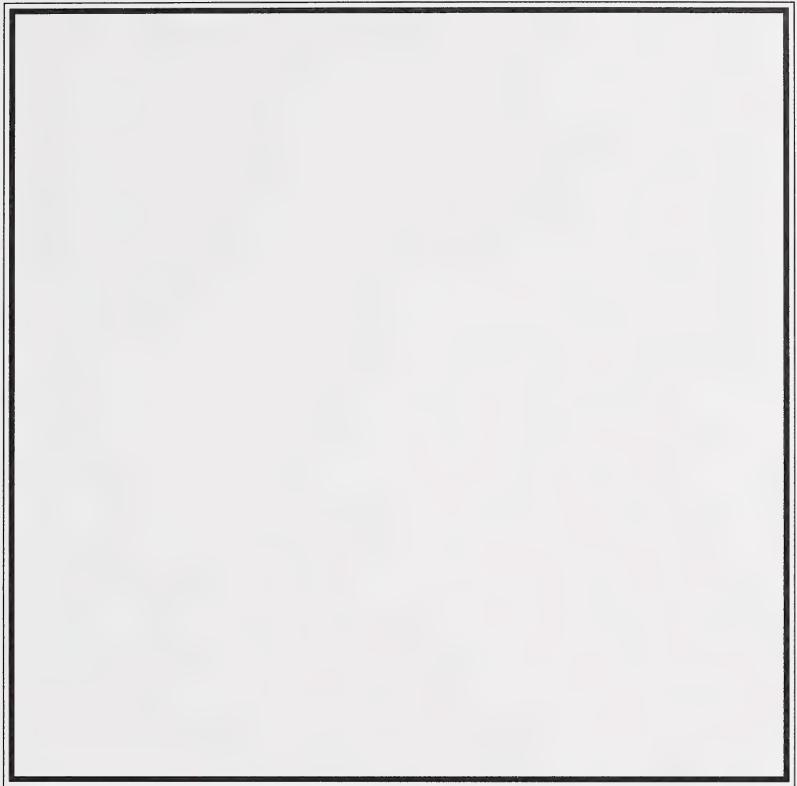
1. Create a CD cover that appeals to a target audience. This means your cover could be designed for adults, teenagers, or children. Cover art and text include visual images and your soundtrack title.
2. Create the CD liner notes. This includes the track listing – a list of the songs and performers.
3. Write a paragraph explaining how the features of your cover are designed to reach your target audience.

The purpose of the cover is to attract attention to the soundtrack through attractive cover art and to encourage people to purchase and listen to the soundtrack.



Use these boxes to plan the layout of your CD soundtrack cover and CD liner notes. These boxes are the same size as an actual CD case (12 cm by 12 cm). Polished work is to be put in the **Response Booklet**.





Plan your paragraph here. Polished work is to be put in the **Response Booklet**.

Visual Representation <i>The student...</i>		Written Explanation <i>The student...</i>
5	Excellent <ul style="list-style-type: none"> creates a visual that engages the target audience uses colour and line creatively for target audience connects deliberately visual, title, and target audience 	Excellent <ul style="list-style-type: none"> communicates with a strong sense of purpose and audience uses language conventions accurately and effectively communicates clearly through error-free composition
4	Proficient <ul style="list-style-type: none"> creates a visual that interests the target audience uses colour and line effectively for target audience connects effectively visual, title, and target audience 	Proficient <ul style="list-style-type: none"> communicates with a sense of purpose and audience uses language conventions accurately and effectively communicates clearly despite minor errors
3	Satisfactory <ul style="list-style-type: none"> creates a visual that connects to the target audience uses colour and line appropriately for target audience connects visual, title, and target audience 	Satisfactory <ul style="list-style-type: none"> communicates with some sense of purpose and audience uses language conventions satisfactorily communicates clearly several errors
2	Limited <ul style="list-style-type: none"> creates a visual that connects poorly with the target audience uses colour and line inappropriately for target audience 	Limited <ul style="list-style-type: none"> communicates with little sense of purpose and/or audience uses language conventions inaccurately and ineffectively produces composition blurred by errors
1	Developing <ul style="list-style-type: none"> creates a visual of little interest to target audience uses colour and line poorly for target audience makes little attempt to connect visual, title, and target audience 	Developing <ul style="list-style-type: none"> communicates with very little sense of purpose and/or audience uses language conventions inaccurately and ineffectively produces nearly incomprehensible composition



Vistas Worth Visiting: Writing a Video Proposal

Imagine that you have been approached to direct a video production for one of the songs that you selected for your soundtrack. Prepare a proposal for the producer of the video in which you describe your ideas for the video. Consider the following in your proposal. (Remember that your task is to convince the producer that you are the person for the job.)

- actors
- setting
- camera shots and sequences
- plot or storyline for the video's action
- explanation of the reasons your ideas would make an excellent video to promote this song



READ pages 162-163 in *Reading and Writing for Success* for helpful ideas in technical writing.



Viewing Journal 5

You have viewed the film and completed the activities.

Write at least a page in which you reflect on

- the information you have learned about the study of film
- the messages you were exposed to while viewing the film

Use examples from the film you have studied.

The following questions may guide your response.

- In what ways do you believe films influence people?
- What does the phrase “active viewing” mean to you?
- What have you learned about viewing film in this unit that surprised you?
- If you were given a video camera, what decisions would you now want to consider when shooting your own film?
- What role do you think colour plays in film?
- What role do you think line plays in film?
- Do you agree or disagree with any of the messages in the film you studied? Explain.
- Should film be used as a vehicle for social commentary?
- How have the experiences you have had within this unit changed the way you will view films?



Vistas Worth Visiting: Exploring Careers in Film

After studying a film in detail, you are likely more aware of the complexity of the tasks that are involved in the production of a film or video. Many people are involved in creating every film or video. Have you ever paid close attention as the credits roll at the end of a film to see how many people have worked on the film and the different jobs they performed?

To find out more about the different jobs involved in the production of film

- visit the library to find books on film production
- visit the web sites listed below

<http://www.mediacareers.com/>

<http://www.employnow.com/>

<http://www.careersmarts.com/cp/windows.htm>

1. Select a film career that interests you.
2. Make a list of questions that you would like answered about this career.
3. Gather information on this career.
4. Present a report of one to two pages that summarizes what you have learned.



Final Section

Assignment 9: *Viewing Journals*



In this unit you have written five *viewing journals* that you should now attach to your **Response Booklet**. Your journal entries should be titled and numbered, and should have your name and file number on each page. Journals are evaluated using the rubric shown in the **Response Booklet**.



Assignment 10: Vocabulary Log

Complete the vocabulary chart in the **Response Booklet**, providing meanings, sentences, and synonyms for each. Add any words that you learned in this unit.



Assignment 11: Mechanics Pit Stop

In this unit you learned about pronoun selection for function in the sentence. Complete the assignment in the **Response Booklet** to demonstrate your learning.



Summary: What Have You Accomplished?



As you worked through Unit 8 of English 10-2 you have had opportunities to

- view and study a film
- learn about and apply various film techniques
- respond to ideas in your *Viewing Journal*
- employ various organizational techniques
- learn about target audiences
- reflect on your values and beliefs about messages in film
- select a personal set of “theme” songs and create a CD cover and liner notes
- prepare a film production proposal
- consider careers in the film industry and prepare a report

You are ready to celebrate your achievements, and send your work for grading. You can proceed to your next unit, *Unit 9 – Conclusion: Preserving My Beliefs*. In this unit you will examine a variety of texts that explore the natural environment and you will prepare for taking your final examination.



reading
representing
viewing
writing

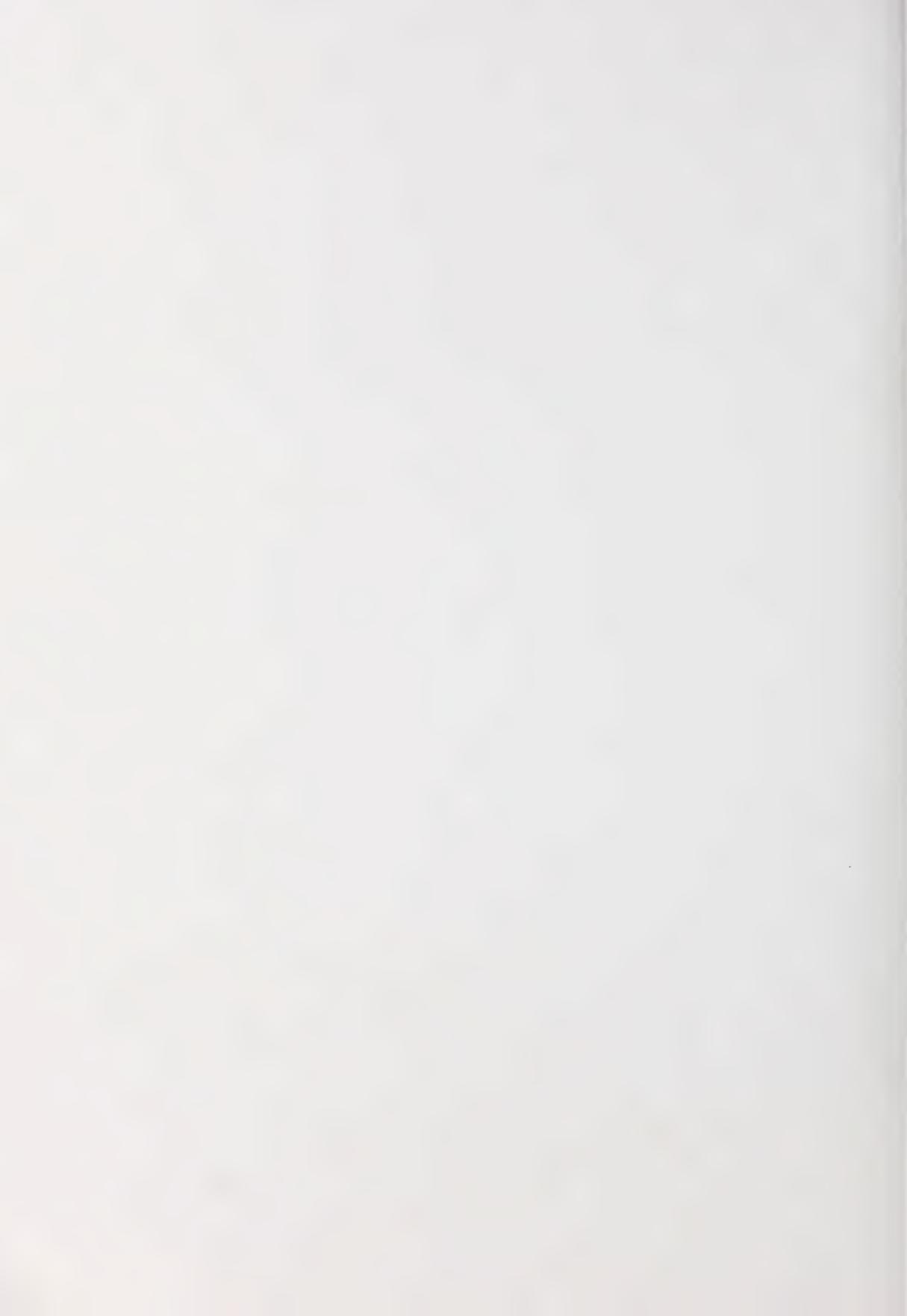
listening
speaking

adventure
journey
discovery



Unit 9

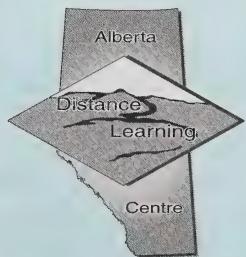
English 10-2



English 10-2

Unit 9

Environment: Preserving My Values (Conclusion)



CANADIAN CATALOGUING IN PUBLICATION DATA

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Jackson, Patricia

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<http://www.adlc.ca>

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Unit 9: Environment - Preserving My Values (Conclusion)



Now that you have completed eight units in your English 10-2 course, take some time to reflect on what you have learned about yourself as well as communication skills. In “Introduction: Looking Ahead”, you considered several aspects of life that affect your future such as interests, skills, and career choice.

You have

- selected positive role models to inspire you to accomplish your goals
- become aware of numerous influences that shape and test your values and accomplishments
- learned how to recognize when values need to be adjusted or revised

In this concluding unit, you are going to look outward to the people and conditions surrounding you. To enjoy a particular lifestyle, you have to fulfill certain obligations that allow the majority of society to co-exist harmoniously.

“Let’s move into the next millennium with hope, respect for all living things, understanding, compassion, and love.”

(Jane Goodall, *Crossroads*, p. 306)

Determining your direction at the crossroads of life is not difficult when you are aware of your values and beliefs. You know what is important to you and can formulate and pursue goals with anticipation and diligence. This focus includes individual concerns that are personally satisfying. However, they cannot be addressed without outside help. Others assist you to accomplish your goals by giving guidance and support. Nature lends a hand by providing you with interesting subjects such as hobbies to enjoy, challenges to research and conquer, food to replenish your energy and keep you healthy, sights to admire, animals to fear, etc. Because you are never completely independent, you have an obligation to care for your environment.

The selections in this unit will encourage you to reflect on ways you can become aware of environmental issues and how they affect you personally in your daily activities. You can decide how to demonstrate respect appropriately for your surroundings.

Your dedication to your goals and appreciation of the environment will take you from the crossroads of indecision to the highway of success.





Outcomes of this Concluding Unit

You will

- write journal entries
- examine a variety of texts (travelogue, interview, myth, poem, field guide)
- complete various charts and short answer questions
- conduct a poll
- create a travelogue
- prepare an oral or visual interview
- compose an original myth
- compare information from various sources
- create an original field guide
- practice several examination-taking strategies
- complete grammar exercises
- add to your vocabulary log



Journal Entry 1

During this course, you focused on what is important to you and thought about your reaction to threats to those values. Knowing what is worth defending gives you the confidence to be an individual, someone who makes his own decisions. You can calmly discuss opposing ideas without feeling alarmed because your beliefs are sensible to you. Should you ever consider changing those beliefs? Will your idea of what is important now ever change?

Some beliefs change over time while others remain constant. When you were four or five, you may have believed that your parents knew everything. In your teens, perhaps when you wanted help with a homework assignment, you probably realized that, although parents know a great deal more than you, a few subjects are outside of their expertise. Your view of their scope of knowledge probably changed at that point. However, beliefs such as the importance of education and training to success in the work place are rarely altered because experiences support their validity.

Look back in previous units of this course where you wrote about your values. Answer the following questions with those considerations in mind.

- Which of your values or beliefs do you think will remain constant throughout your life? Why?
- Which would you be comfortable revising? Why?
- How would adults respond to the notion of altering values and beliefs?

As usual, add any other comments that are relevant to this topic.

Attach the following information to this entry:

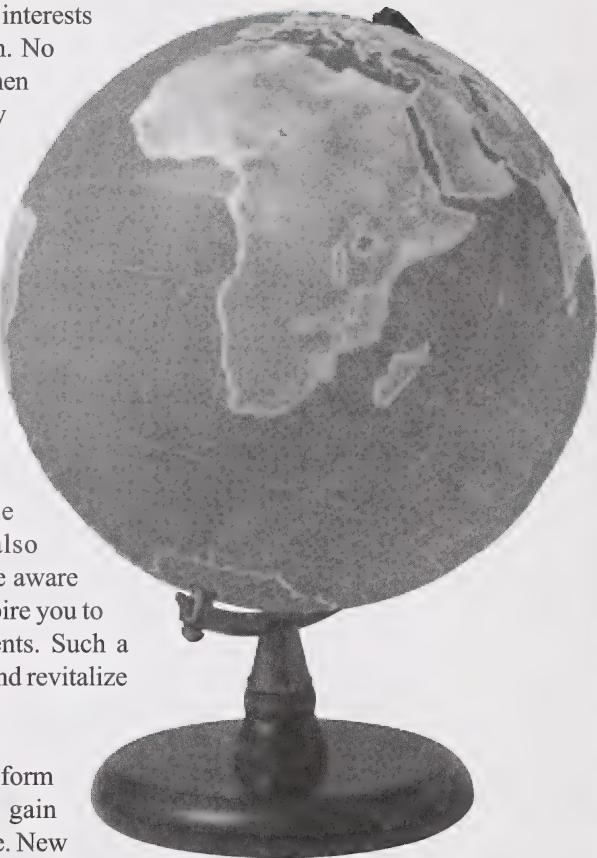
- Your name
- File number
- Unit title
- Journal number

Now place this entry in your **Response Booklet**.

Section 1: The World as a Classroom

The pursuit of goals begins as an exciting activity because you are seeking interests that lead to personal satisfaction. No one need tell you what to do or when to do it because you are driven by your own motivation. However, after a time, you may realize that focusing only on personal desires can be selfish and counterproductive. To maintain a realistic perspective, you need to step back occasionally to determine whether you are pleased with your progress. This brief assessment allows you to celebrate small gains while reinforcing your efforts. It also provides time for you to become aware of new alternatives that may inspire you to use your full potential and talents. Such a momentary break can energize and revitalize you for renewed efforts.

One such break may come in the form of travel, which allows you to gain historical and cultural knowledge. New information may be instrumental in helping you reach your goals in record time. Travel can also be a source of artistic and spiritual inspiration. To ensure that a variety of destinations – rustic as well as luxurious – will always be available, you need to respect all natural resources.



Assignment 1: “Great Canadian Escapes” by Tom Cruickshank and Julia Asselstine



READ “Great Canadian Escapes” by Tom Cruickshank and Julia Asselstine (*Crossroads*, pp. 292 – 295), a travelogue – a short magazine article describing scenic attractions of a specific area to encourage tourism.

Read the selection and then complete the following assignments. Space is provided in your **Response Booklet** for your answers.

Format



1. After reviewing your notes regarding **personal** and **expository** writing in Unit 2, state which of the two you believe this selection to be. Give support from the article for your choice.
2. When two items are compared or contrasted, one category of information is chosen to evaluate the two. In “Great Canadian Escapes”, the West Coast Trail is compared and contrasted with the East Coast Trail. The most obvious category of contrast is ‘geographical location’ because one is in the east and the other is in the west of Canada.

Identify five more categories of comparison/contrast.



Content



3. List two or three points about each coast that appeal to you. Explain the appeal.

Appeal of West Coast Trail	Reason

Appeal of East Coast Trail	Reason

4. List two or three points about each coast that concern you. Explain the concern.



Concern About West Coast Trail	Reason

Concern About East Coast Trail	Reason

Personal Reaction

- 
5. In your opinion, for what reasons should Parks Canada restrict access to these trails? Provide enough detail to explain your view.

- 
6. Conduct a small survey to formulate a conclusion about the following topic:

Of what benefit are wilderness trails to the average citizen?

- a. Conduct a poll of at least ten people to collect data for your opinion. Record their responses in your **Response Booklet**. Names of participants are unnecessary.

Response and Reason	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	



- b. In a paragraph, explain your perception of the average citizen's opinion on this topic based on the information you gathered and summarized. Plan the rough draft of your paragraph here.

7. Create a one or two page travelogue of the area in which you live. Mention a few scenic spots, using vivid description. To enhance your explanation, include photos that would entice tourists to visit. If you don't have access to a camera, be resourceful in how you provide visuals for this assignment.

You will use your own paper for this assignment. Attach the completed travelogue to your **Response Booklet**.

The following rubric outlines the expectations and evaluation for your travelogue.



5	Excellent <i>The student...</i> <ul style="list-style-type: none"> • communicates with a strong sense of audience and purpose • uses language conventions with a high degree of accuracy and effectiveness • uses visual aids to support the explanation with a high degree of effectiveness 	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none"> • communicates with some sense of audience and purpose • uses language conventions with some accuracy and effectiveness • uses visual aids to support the explanation with some effectiveness
4	Proficient <i>The student...</i> <ul style="list-style-type: none"> • communicates with a limited sense of audience and purpose • uses language conventions with limited accuracy and effectiveness • uses visual aids to support the explanation with limited effectiveness 	0-2	Developing <i>The student...</i> <ul style="list-style-type: none"> • communicates with a clear sense of audience and purpose • uses language conventions with considerable accuracy and effectiveness • uses visual aids to support the explanation with considerable effectiveness



Vistas Worth Visiting

You may choose to include your polished travelogue in your “**Vistas Worth Visiting**” portfolio as one of your memorable showpieces of your journey through English 10-2. This portfolio is due with your **Response Booklet** for this unit.



Vocabulary Log

Complete the vocabulary chart for this section in your **Response Booklet**. Write definitions from your dictionary for the following words from “Great Canadian Escapes”.

- vistas (paragraph 1)
- quagmire (paragraph 1)
- ample (paragraph 3)

Remember, use each word in a sentence of your own and provide a suitable synonym for each.

Environmental Responsibilities

You may be aware of the benefits of travel to your understanding of the world and its people. Your experiences emphasize the importance of respecting your surroundings, whether that is an unspoiled forest or a table in an eating area at the mall. Sometimes, other environmental responsibilities are overlooked because they are taken for granted, misunderstood, or unappreciated.

If your only concern with weeds is to eliminate them from your flower garden, for example, you may seek a solution that requires the least amount of work while accomplishing the most effective job. That solution may lead you to use chemicals during the growing season, which may contaminate your water source, harming all vegetation as well as your health.

If you want to be able to do what you enjoy, you need to consider the consequences of your actions on your surroundings.



Assignment 2: “Jane Goodall and the Chimps”



READ “Jane Goodall and the Chimps” (*Crossroads*, pp. 300–306), a transcript of a radio interview. Complete the following assignments. Space is provided in your **Response Booklet** for your answers.



As you read, ask yourself how the study of chimpanzees in the wilds of Africa could affect your life.

Content



1. Goodall seemed to know at a very young age that she wanted to study animals. What steps did she have to take to achieve her goal?
2. List the personality traits that helped Goodall accomplish her goal. Provide support from the selection for each trait.

Trait	Support



3. According to her books, what made the study of chimpanzees significant to Goodall?



4. What would you be willing to sacrifice for a unique opportunity such as Goodall experienced:

 - a comfortable bed?
 - daily meals?
 - indoor plumbing?
 - socializing with friends?

Explain your response with detailed support. Plan the rough draft of your work here.

- 
5. Prepare an interview in which you talk with an individual about his or her area of interest or expertise.
 - a. **COMPOSE** a list of questions to ask the interviewee that will result in significant responses. Make sure the individual will have to answer more than “yes” or “no” by adding the words “explain” or “discuss” to your questions
 - b. **RECORD** your interview on either an audio- or videotape and submit it with your **Response Booklet**. If you are unable to record your interview, write the responses of the interviewee in the right-hand column of the following chart.

Name of Person Interviewed _____

Area of Interest or Expertise _____

Question	Response

Vistas Worth Visiting

You may choose to include your polished interview in your “**Vistas Worth Visiting**” portfolio as one of your memorable showpieces of your journey through English 10-2. This portfolio is due with your **Response Booklet** for this unit.



Vocabulary Log

Complete the vocabulary chart for this section in your **Response Booklet**. Write definitions from your dictionary for the following words from “Jane Goodall and the Chimps”.

- primatologist (paragraph 1)
- antisocial (paragraph 14)
- anthropologist (paragraph 21)

Remember, use each word in a sentence of your own and provide a suitable synonym for each.

Section 2: Mythology and Beliefs

*mythology - a set
of fictional
stories,
traditions, or
beliefs
created by a
particular group
to explain life's
mysteries*



People often regard change as a threat. Humans do not like to be defenseless because others can easily take advantage of them or make fun of them. Because of this fear, people are unwilling to accept that some questions have no answers. Their explanations of mysterious phenomena become mythology.

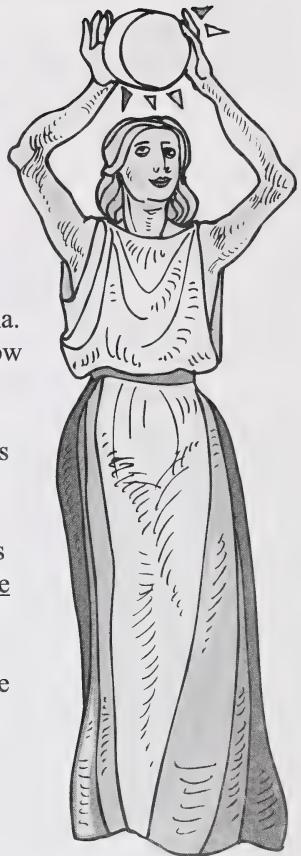
Each cultural group has its version of various phenomena. For example, you may read several myths that explain how the world was created or why people die.

The Greeks were creators of many myths, one of which is “**Persephone**”.

READ this selection, retold by Ann Pilling, on pages 324–326 in *Crossroads* which uses the traditional narrative style.

READ “Naming the New One” by John Daniel on page 328. This selection is a modern myth which uses poetic form.

Complete the following assignments. Space is provided in your **Response Booklet** for your answers.



Assignment 3: “Persephone” & “Naming the New One” (Crossroads, pp. 324-328)

- 
1. Which natural phenomenon is explained in
 - “Persephone”?
 - “Naming the New One”?
 2. In Unit 2 of this course, you analyzed the elements of plot. Complete a similar chart for “Persephone” and “Naming the New One”.
- 

“Persephone”	“Naming the New One”
Initial Incident - What problem complicates life for the main character?	
Rising Action - What conflict adds to the tension of the main character? How is this problem solved?	
Climax - What difficult decision does the main character make?	
Falling Action - How do other characters react to the decision of the main character?	
Conclusion - How is the problem resolved?	

3. **Personification** is explained on page 327 in *Crossroads* as a figure of speech in which non-human things are described as if they were human. In “Persephone”, Hecate is Evil in the form of a person. By giving ‘evil’ the power to see, speak and hear, the storyteller enables the reader to understand the message more easily. Choose an example of personification in each of these myths and explain their significance to the message.



Example of Personification	Explanation
“Persephone”	
“Naming the New One”	

4. **Oxymoron** is explained on page 329 in *Crossroads* as a figure of speech in which contradictory words or connotations are placed together for a startling effect. Make a list of eight contradictory words that when put together form a startling new image, such as “harsh joy” or “calm anger”. Comment on the effect of each oxymoron you have created.

Contrasting Words	Effect
“Harsh joy” (an example from “Naming the New One”)	Harsh indicates the abrasive language of “the new one” for the forest creatures while joy implies his delight in seeing them for the first time.
Your Example:	





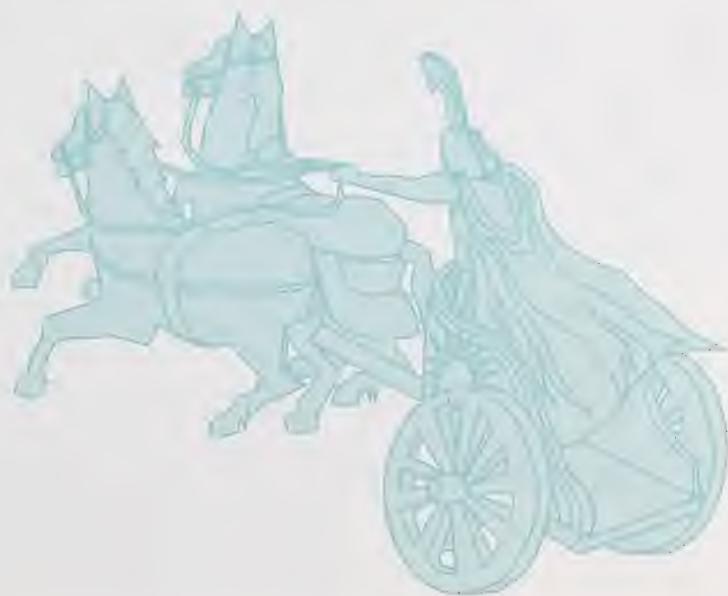
READ “Writing: A Myth” on page 327 in *Crossroads* for instructions on how to proceed with this assignment.

- 
5. Write your own myth (one to two pages). Choose an interesting incident or event, such as “raves” or “snowboarding”, and compose a myth to explain its conception. Space is provided in your **Response Booklet** for your polished copy.



The following rubric outlines the expectations and evaluation for your original myth.

5	Excellent <i>The student...</i> <ul style="list-style-type: none">• expresses an insightful understanding of mythology• uses the writing process with a high degree of effectiveness	3	Satisfactory <i>The student...</i> <ul style="list-style-type: none">• expresses some understanding of mythology• uses the writing process with some effectiveness
4	Proficient <i>The student...</i> <ul style="list-style-type: none">• expresses considerable understanding of mythology• uses the writing process with considerable effectiveness	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• expresses a limited understanding of mythology• uses the writing process with limited effectiveness





Vistas Worth Visiting

You may choose to include your polished myth in your “**Vistas Worth Visiting**” portfolio as one of your memorable showpieces of your journey through English 10-2. This portfolio is due with your **Response Booklet** for this unit.



Vocabulary Log

Complete the vocabulary chart for this section in your **Response Booklet**. Write definitions from your dictionary for the following words from “Persephone”.

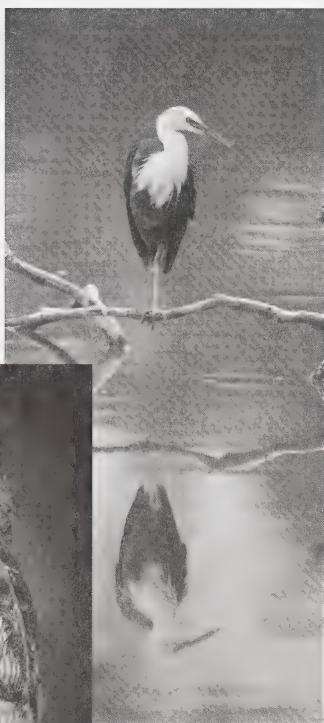
- nymphs (paragraph 3)
- narcissus (paragraph 4)
- temple (paragraph 8)

Remember, use each word in a sentence of your own and provide a suitable synonym for each.

Section 3: The Value of Records

To show that connections are important, people often have family photographs taken to send to relatives. When mom tells you that you resemble your great-great-grandfather, you can analyze his photo for similarities. If you have a seemingly unique medical condition, you can search your family history to discover if it is hereditary. Historical records are significant because of these and other concerns.

For these reasons, John James Audubon kept visual records of many of the species of birds in North America in the 1800s. Because of his efforts, society can view several types now extinct and take measures to ensure others do not follow a similar fate.





Assignment 4: “Audubon’s Vision of Nature”

“Audubon’s Vision of Nature” on page 334 in *Crossroads* presents several illustrations of Audubon’s paintings of North American birds. Christine McClymont has provided interesting facts about the painter and his subject matter.

READ pages 334–337 and analyze the visuals. Complete the following assignments.

Content

1. The article states that the extinction of the passenger pigeon was caused by people. To counter this negative act, think of something positive that humans have done in recent history. In a paragraph, explain how your example shows hope for *Homo sapiens*. Use this space for your rough work. Transfer your polished copy to the **Response Booklet**.

- 
2. One theory among scientists is that birds, animals, or other aspects of nature will be changed because they are studied.

- a. With this theory in mind, compare the different ways John Audubon and Jane Goodall confronted and studied nature. What merits (if any) does either of these approaches have? Use the following chart to record your thoughts. Your good copy is to be placed in the **Response Booklet**.

How Audubon Confronted Nature	How Goodall Confronted Nature
How Audubon Studied Nature	How Goodall Studied Nature
Merits to this Approach	Merits to this Approach

- 
- b. Which approach do you agree with most? Explain.

- 
- Explain how Audubon uses elements of color, line, shape, texture, and size to create an impact on the viewer. Respond to the following questions to generally analyze the paintings:

- To what parts of each painting are your eyes drawn? Why?
- What information do the paintings give you about each bird and its habitat?
- What mood or feelings do the paintings evoke?

- The modern version of what Audubon accomplished, a visual record of nature, can be found in what are called “field guides”. Field guides are designed to enable observers to identify plants, birds, animals, shells, or rocks by offering pictures and useful text about individual types.

Find an example of a field guide in your library. Outline the way each entry is organized. Record this information here. Your good copy is to be placed in the **Response Booklet**.



Field Guide Researched: (e.g.: Deserts of the World)	
Source of Information: (e.g.: Petrov, M. P.; <i>Deserts of the World</i> ; John Wiley & Sons; Toronto: 1976)	
Type of Organization Used: (Visual, species, data, suggestions, references, etc.)	

5. Choose something you are familiar with, for example, dogs, popular music bands, or computer games. Create a field guide giving sufficient information about your topic. Be sure to include photos or drawings for each entry in your field guide. Attach this to your **Response Booklet**.

The following rubric outlines the expectations and evaluation for your field guide.



5	Excellent	3	Satisfactory
	<p><i>The student...</i></p> <ul style="list-style-type: none"> • selects relevant and accurate information with a high degree of effectiveness • shows thorough understanding of format for field guide • uses appropriate visual aids with a high degree of effectiveness 		<p><i>The student...</i></p> <ul style="list-style-type: none"> • selects relevant and accurate information with a some effectiveness • shows basic understanding of format for field guide • uses visual aids with some effectiveness
4	Proficient	0-2	Developing
	<p><i>The student...</i></p> <ul style="list-style-type: none"> • selects relevant and accurate information with some effectiveness • shows basic understanding of format for field guide • uses visual aids with considerable and effectiveness 		<p><i>The student...</i></p> <ul style="list-style-type: none"> • selects relevant and accurate information with limited effectiveness • shows limited understanding of format for field guide • uses visual aids with limited appropriateness and effectiveness



Vistas Worth Visiting

You may choose to include your polished field guide in your “**Vistas Worth Visiting**” portfolio as one of your memorable showpieces of your journey through English 10-2. This portfolio is due with your **Response Booklet** for this unit.



Vocabulary Log

Complete the vocabulary chart for this section in your **Response Booklet**. Write definitions from your dictionary for the following words from “Audubon’s Vision of Nature”.

- teeming (paragraph 1)
- abundant (paragraph 1)
- conservation (paragraph 3)

Remember, use each word in a sentence of your own and provide a suitable synonym for each.

Section 4: Preparing for Written Examinations

At the end of this course you will write a final examination that tests the skills you practiced throughout English 10-2. Despite your knowledge of information and your reading and writing ability, how you approach an exam often affects your success.

Journal Entry 2

Think about your experiences with taking exams. In paragraph form, answer the following questions about your approach to exams.

- What was your best experience in taking an exam? What made it so positive?
- What was your worst exam experience? What made it so negative?
- What type of exam do you enjoy most? Why?
- What type of exam do you enjoy least? Why?
- What do you do to prepare for an exam?

Add any other comments you may have about taking exams.

Re-read your journal to make sure you have stated the ideas in the way you meant them to be interpreted. Review the “Evaluation of Journals” scoring rubric in “Introduction: Looking Ahead” to ensure you have included all the necessary components in an appropriate manner.

Attach the following information to this entry:

- Name
- File number
- Unit title
- Journal number

Now place this entry in your **Response Booklet**.

Examination Strategies

Tests and exams can cause a great deal of anxiety for students. However, knowing how to approach the various types of exam questions can alleviate this nervousness and enable you to answer questions effectively. Here are some strategies that may help you improve your exam scores.

Short-Answer Questions

Short-answer questions usually range from two to five marks in value. When answering this type of question, consider the mark value attached to the question. If, for example, the value is only two marks, you can successfully complete the answer by

- a. Providing your response and
- b. Giving one example to support your statement.

If the value is higher, you will have to give more information. A general rule to follow is one mark for each fact or explanation.



TIP

Remember, expectations increase as the mark value increases.

Students often lose marks on short-answer questions because they fail to understand what they are being asked to do and supply only a very general answer. Always answer questions in complete sentences unless instructed to do otherwise. By completing sentences you explain your ideas, which results in clear communication. For example, look at the following question:

In the interview, “Jane Goodall and the Chimps” (page 300 in Crossroads), what qualities does Goodall suggest are necessary to become a good animal observer?

The first answer that follows is too general, does not answer the question, and does not provide support from the selection:

Jane Goodall implies that a person has to like sitting for hours to be a good observer of animals.

The second answer is much more specific and provides details from the selection as support:

Jane Goodall implies that a person has to have great patience and tolerate uncomfortable conditions to accurately observe the habits of animals. When she was four, she hid “in a hot, stuffy, little, dark henhouse” for four and a half hours to observe how chickens lay eggs.

Notice that the first statement in the previous response vaguely answers the question while the second is precise and supplies support from the selection.

Sometimes, a short-answer question will have two parts, as in the following example:

What would you be willing to do for a unique opportunity such as Goodall experienced? Explain your response with detailed support.

In your answer, be sure to deal with both parts of the question.

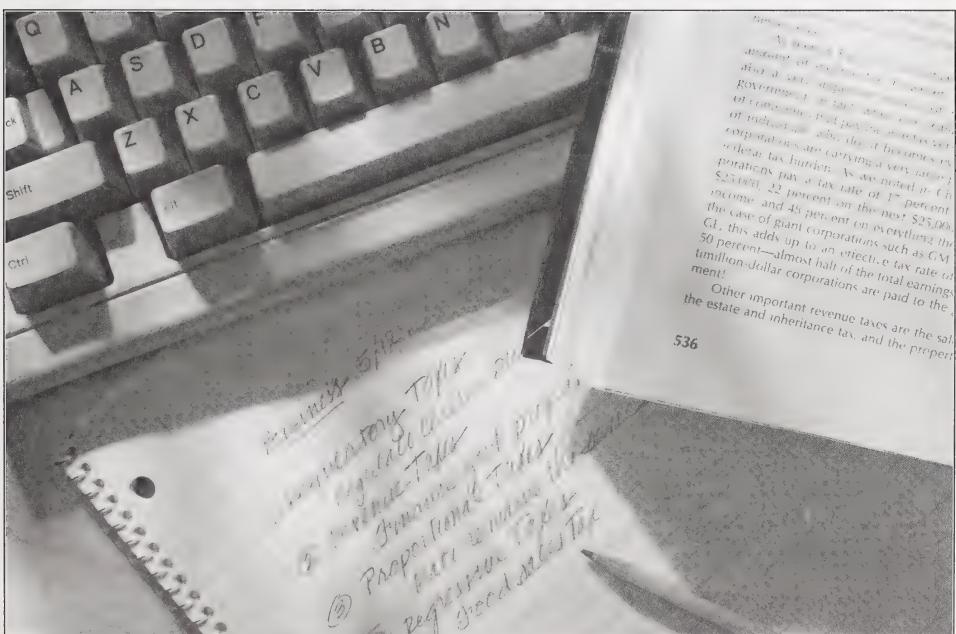
- First, you need to state what action you would take or what sacrifice you would be willing to endure for such an opportunity.

Here is a possible answer:

To have a unique opportunity for something I really enjoy, I would be willing to use all of the money I have been saving to buy a car.

- Next, you need to justify that action or sacrifice with details that support your beliefs.

I want a car because that would give me independence to come and go wherever I please. I could also take my friends places so we could share fun times together without bothering my parents for rides here and there. I know that I will own a car someday; however, a unique opportunity is rare and usually is offered once in a lifetime. I may not have a second chance to pursue it, so it would be worth spending my savings for the experience and lifetime of memories I would gain.



Functional Assignments

Functional assignments involve various types of communication you are likely to use in your personal life as well as your career. Business letters, speeches, memos, and reports are common methods used to address problems and concerns because significant information is presented briefly, yet completely.

Format is very important in such assignments because the audience judges the relevance of the message from the time they begin reading. For instance, if the date has not been provided in a letter or memo, the reader may dismiss its contents as unimportant to matters of the day. By following a precise format, you are using a type of etiquette or politeness to show the reader that you know he is busy and want only a limited amount of his time for this important matter.

You have practiced the format for various assignments, such as business letters, taught throughout this course and are expected to recall that on your final exam.

Content is always significant in an answer to an exam question. In functional assignments, you are given details about the background of the situation. Rather than simply restate this data in your response, select significant information to help the audience understand the problem.

Sometimes you are expected to provide original suggestions or ideas that may help solve a problem. Offer only one or two solutions, and explain clearly how they will eliminate the problem. Your audience will also be wondering what action you want them to take to address the concern.

Your **tone** or attitude in this activity is often a determining factor of the type of response or action you will receive. No one likes to be treated as an inferior; insulting your audience will be counterproductive. Remember that your purpose in a functional assignment is to solve a problem, not to inflame it. Always be polite and businesslike.

Organization

To organize this information, consider the viewpoint of the audience. Most people want to know immediately why you are communicating with them.

1. The opening sentences address your purpose for writing or speaking.
2. In the next section, explain the situation as you understand it.
3. If the assignments call for original input, provide solutions in the third section.
4. Conclude by asking for specific action that will bring closure to your concern.

A simple formula for this type of organization is to answer the following questions in separate paragraphs in this order:

1. **Why am I communicating with this person/group?**
2. **What are the facts of the situation?**
3. **What solutions would solve the problem?**
4. **What action do I want taken?**

If there is no problem involved in the situation, addressing the third question would not be appropriate. In that case, you would go on to answer the final question, as in the sample assignment that follows.



Assignment 5: Functional Exam Assignments

Mr. Elijah Jones, who coached various sports in your community for twenty-five years, is retiring from business and moving to another province. Many teenagers from your town benefitted from his guidance in athletics as well as personal matters.

You are asked by your peers to write a speech honouring Mr. Jones because you were on several teams he coached and highly respect him.

Planning



Place your polished copy in the appropriate section in your **Response Booklet**.

1. What is your role in this assignment?
2. What tone or attitude is required?
3. Write your opening sentence that answers the following question: “Why am I communicating with this person/group?”
4. Provide details that answer the second organizational question: “What are the facts of the situation?” State why Mr. Jones is being honoured. List some memorable details about Mr. Jones’ coaching abilities. Organize these into two categories: athletics and personal guidance. You are asked here to make up original information.
5. Because no problem is given in this assignment, solutions are not called for. However, you need to comment on how Mr. Jones will be missed by the community. Write a sentence or two that addresses this aspect of the situation.
6. To conclude the speech, decide on an appropriate action you want taken. Perhaps you want the audience to show its appreciation for Mr. Jones in some manner, or maybe you would invite Mr. Jones to speak. Include your final statements here.

Following such a plan whenever you have to write a speech will make your task easy!

Personal Response to Literature

Often in an exam, you are asked to identify with some aspect of the main character's situation in an excerpt from a longer piece of fiction. This type of response, which requires more than a short answer, is best handled in composition format.

Students easily understand the character's experience or viewpoint and can relate that to their own experiences or observations of others' experiences. However, they sometimes fail to address all parts of the question and lose valuable marks. Knowing how to analyze an exam question before you begin writing can be a deciding factor in your success.

Straightforward Questions

Some questions ask you to interpret the character's experience and compare that to your own. In answering this type of question, you have two tasks:

1. Explain the character's situation clearly
2. Decide whether the character's response was appropriate

The following assignment from Alberta Education's January 1990 English 33 Diploma Examination is an example of such a question:

The narrator in the excerpt from "Lake Wobegon Days" chooses to risk humiliation and danger to achieve his purpose of impressing the girl he admires.

What is your opinion of the narrator's attitude toward taking risks?

TIP

An exam taking strategy here is to read the sentence preceding the question before you read the selection. This approach allows you to focus on details in the selection that will help you answer the question.



Nervous students using this strategy can relax because they are *given* the main idea of the selection. To answer the question, they simply have to choose appropriate details to support their opinion.

"***What is your opinion of the narrator's attitude toward taking risks?***" requires two explanations:

1. The narrator's attitude toward taking risks in the piece of fiction provided on the exam, and
2. Your opinion of the narrator's attitude and why you have that belief.

If your response does not address the question, even though it focuses on another aspect of the selection, you will not receive a satisfactory grade for "Thought and Detail" regardless of how well it is written.

Assignment 6: Personal Response to Literature

Analyze the following question from Alberta Education's June 1990 English 33 Diploma Examination. What is a student expected to discuss in his answer? Space is provided in the **Response Booklet** for your answer.

The narrator in the excerpt from *Cat's Eye* observes that her brother's interests affect the way he behaves. What is your opinion of boys' and girls' behaviour as described by the narrator?



1. What interpretation from the selection is required for this answer?
2. What two explanations must the student provide to answer the question?

“And/Or” Questions

Some exam questions ask you to discuss **more than one aspect** of the character's and your own situation. Look for “and” as a key word indicating numerous aspects of the topic to be covered in your answer.

The question on the June 1992 English 33 Diploma Examination, “What is your opinion of the idea that achievement creates confidence and a sense of freedom?” asks the student to deal with two aspects of the topic:

- Aspect (a) Achievement creates confidence, and
- Aspect (b) Achievement creates a sense of freedom.

Assignment 7: “And/Or” Exam Questions

In the following question from January 1995 English 33 Diploma Examination by Alberta Education, what aspects of the topic is a student expected to discuss?

What is your opinion of Simon’s belief that people must look after themselves and expect no help from others?

- 
3. What are the two aspects of this topic? Space is provided in the **Response Booklet** for your answer.

Aspect (a)

Aspect (b)

Some exam questions give you a **choice of aspects** to discuss. A key word to indicate this is **“or”**.

The question on the January 1991 English 33 Diploma Examination, “What do you believe makes an individual important, useful, or valuable to society?” asks the student to choose only one of three aspects of the topic:

- a. “What makes an individual important to society?”
- b. “What makes an individual useful to society?”
or
- c. “What makes an individual valuable to society?”

Assignment 8: Choice of Aspects of Topic

In the question on the June 1993 English Diploma Examination, **“Do you believe that we are more influenced by the approval or disapproval of others...?”**, what choice is the student given? Space is given in your **Response Booklet** for your answers.

- 
4. Choice (a)

Choice (b)

Writing a Personal Response to Literature

Introduction

Rather than begin this type of an assignment with your answer to the question, you want to show your audience that this scenario could apply to the majority of people in society. Therefore, for your introductory paragraph, you need to highlight three or four key words in the question. Formulate these into sentences and then organize them from their most general to their most specific application. End your paragraph with your answer to the question.

For example, analyze the following preamble and exam question.

The narrator in the excerpt from “Lake Wobegon Days” chooses to risk humiliation and danger to achieve his purpose of impressing the girl he admires. What is your opinion of the narrator’s attitude toward taking risks?

The **key words** here are

- “risk”,
- “achieve”
- “purpose”

The most general term, which applies to most people, is “purpose” because everyone has a purpose for performing an action. The next word of importance is “achieve” as most people with a purpose or goal accomplish what they set out to do. The most specific word of the three is “risk” because not everyone is willing to take a risk to achieve a goal. If you compose a sentence with each of these words from general to specific order, and add your opinion or answer to the question, then your introductory paragraph is complete.

Sample Introduction:

People have various interests that give them a reason or purpose for acting. The desire to achieve their goal determines the amount of time and effort they will apply to this end. When the reward is promising, individuals are often willing to take risks to their own safety and comfort. I believe that the narrator in the excerpt from “Lake Wobegone Days” displays a common attitude toward taking risks to impress a member of the opposite sex.

Body Paragraphs

To plan the body paragraphs of your composition, divide the topic into three stages of a process, such as:

1. Initial belief or what the character first thought was true
2. Conflict, or at which point the character's beliefs are tested
3. Outcome or result and what the character learned

Planning Body Paragraphs

The following chart is useful for helping you analyze the various steps in the process.

	Initial belief	Conflict	Outcome
Exam Selection	Thought he disliked girls	New girl is extraordinary; doodles her initials; hides to get a glimpse of her; friends think he's acting strange	Everyone makes fun of him; he learns the "direct approach" is a better method of meeting people; risk to reputation is too costly
Personal Experience	Happy with 'old' gang	Competition for popular new student's friendship	Old friends disappointed; used by new student; gained an appreciation for trust and loyalty of gang



Writing Body Paragraphs

Begin each paragraph with a topic sentence that applies to the situation, not just the selection or your experience. For example, the “Initial belief” paragraph may begin with a sentence such as:

“People ordinarily are content with their daily routines and friends and do not look for any change in their lifestyle.”

After the topic sentence, you need to support your opinion with details (1) from the exam selection and then (2) from personal experience in the same paragraph. This part of the paragraph may look like this:

“(1) The narrator was content to hang out with his buddies playing baseball, riding bikes, and rollerblading. They would never let girls join their activities, considering them inferior in skill level. (2) Like the narrator, I was happy with my small group of friends. We had been together since grade three and knew each other’s secrets and dreams. We all had the same interests, which made being together a ‘no brainer’.”

Once you have presented details to support the opinion in the topic sentence, you need to add a clincher sentence that makes a generalization concluding your point and leading the reader into the next aspect of the topic. A clincher for the sample paragraph here could end this way:

“People may be content with their current situation until something new comes along.”

The **First Body Paragraph**, then, would look like this:

“People ordinarily are content with their daily routines and friends and do not look for any change in their lifestyle. The narrator was content to hang out with his buddies playing baseball, riding bikes, and rollerblading. They would never let girls join their activities, considering them inferior in skill level. Like the narrator, I was happy with my small group of friends. We had been together since grade three and knew each other’s secrets and dreams. We all had the same interests, which made being together a ‘no brainer’. People may be content with their current situation until something new comes along.”

To complete the body of the composition, you would add two more body paragraphs, one dealing with the conflict and the other with the outcome.

Conclusion

To conclude your **Personal Response to Literature**, you must:

1. Reaffirm your answer to the question
2. Explain how this may affect the future of the narrator, you, or society in general

The sample composition here could be concluded in this manner:

“Many people, even the most cautious, will sometimes take risks to achieve recognition. The result of this experience will determine whether the gamble was worthwhile enough to be repeated or too embarrassing to chance again.”

If your **Personal Response to Literature** is planned in this manner, writing will take little time because you will know exactly where to begin, what details to select for support, and how to close effectively.



Assignment 9: Planning a Personal Response to Literature

READ “Attacked by a Mountain Grizzly!” on pages 282–287 in *Crossroads*.

Analyze and plan the composition for the following personal response exam question.

In the article, “Attacked by a Mountain Grizzly!”, Ann and Christine learned that previous experience and safety precautions are not always enough to ward off danger. **What is your opinion of the idea that, no matter how well we prepare, we can still be caught off guard by the unexpected?**

Space is provided in your **Response Booklet** for your answers.



1. What are the key words in the question? Organize them from general to specific.

Key Words	General to Specific



2. Write your answer to the question (boldface type) in a complete sentence.
3. Write the introductory paragraph for this composition. Space here is for your rough copy.

Planning Body Paragraphs

4. Use the following chart to plan the process involved for the characters in the selection and for your experience in the question.



	Initial belief	Conflict	Outcome
"Attacked by a Mountain Grizzly!"			
Personal Experience			



5. Write the topic sentence and the clincher sentence for one of the body paragraphs in your composition.

Topic Sentence

Clincher Sentence

6. Write the concluding paragraph for your composition. Space here is for your rough copy.

Visual Assignments

In this section of your exam, you are asked to explain the idea communicated in a visual or photo. This difficult task can be manageable if you follow these steps:

1. Make a list of details in the visual.
2. Choose three or four details and discuss their significance in the context of the photo.
3. Determine what topic is implied by these details.
4. Suggest what aspects of the topic are emphasized.
5. Compose a sentence that explains an idea or complete thought presented in the visual.
6. Explain how several details in the photo support your idea.
7. Reaffirm and, if possible, extend your idea.

Analyzing a Visual

To make the previous steps easier to remember, rewrite them as questions. The following example demonstrates how to analyze the photograph on the cover of your *Crossroads* textbook.

1. What is in the photo?

A car, a large truck, a half-ton and camper, an unidentifiable vehicle, a long ascending paved road with a solid and dotted lines down the center and a solid line on each edge, several hills, grassy shoulders on the sides of the road, telephone poles and wires, various types and sizes of trees on both sides of the road

2. What do some of these details signify?

Knowledge of universal symbols, those that apply anywhere, anytime and are understood by the majority of society, is helpful in this category. For instance, a fence can indicate limitations or a boundary inhibiting freedom; machinery can suggest technology and progress; an older individual can represent wisdom; people holding hands may signify friendship or connections.

In the cover photo, the road could indicate the road of life, which here is paved meaning that the journey is a smooth one. The hills on the road may suggest that reaching or achieving goals takes a lot of work. The two lanes seem to imply that there are only two directions in which to travel. The vehicles could represent a means to get from one stage of life to another, whereas the variety of vehicles could suggest that many individuals have the same goal or destiny. The grassy shoulders may imply that veering from the main track could result in a bumpy, difficult ride through life.

3. What topic is suggested by the details?

The topic could have something to do with the journey through life.

4. What aspects of the topic are emphasized?

Sometimes life is an “uphill battle” while at other times it is smooth and easy. Once off the main track, the going gets rough. The light at the end of the road seems to promise hope.

5. What idea does the photograph communicate about the human condition?

The idea that the photograph communicates is that sometimes the journey through life can seem difficult and narrow but goals can be achieved if you keep working toward them.

6. What details support the previously stated idea?

The hills may suggest that reaching or achieving goals takes a lot of work. The road is steep requiring a great deal of energy and effort to push onward. Travel or life is easy only if you conform to one lane, the accepted path. If you veer from the main track, you could have a bumpy, difficult ride on the rough, grassy shoulders.

7. How can the idea be extended?

The road goes to the top of the hill suggesting that success is possible for those who persevere.

The polished response to the visual assignment would look like this:

The idea that the photograph communicates is that sometimes the journey through life can seem difficult and narrow but goals can be achieved with perseverance. The hills on the road may suggest that reaching or achieving goals takes a lot of work. The road is steep requiring a great deal of energy and effort to push onward. Travel or life is easy only if people conform to one lane, the accepted path. If they veer from the main track, they could have a bumpy difficult ride on the rough, grassy shoulders. The road goes to the top of the hill suggesting that success is possible for those who persevere.

Assignment 10: Visual Exam Assignment

Following the seven steps previously listed, analyze one of the photographs on either page 43 or 54 in *Crossroads*. Place your polished pieces in the space provided in your **Response Booklet**.

I am analyzing the photograph on page _____ in *Crossroads*.

- 
1. What is in the photo?
 2. What do the details signify?
 3. What topic is suggested by the details?
 4. What aspects of the topic are emphasized?
 5. What idea does the photograph communicate about the human condition?
 6. What details support the previously stated idea?
 7. How can the idea be extended?

Section 5: Preparing for Reading Comprehension Exams

Many students like multiple-choice questions because they do not require any writing. Each question is usually worth only one mark so you should answer as many of these as you can. Skip those you are unsure of until later when you have time left in the exam.

A multiple-choice question has two parts.

The **stem** is that part which asks the question, such as the following from the January 1996 English 33 Diploma Examination by Alberta Education:

The writer's use of the word "enchanted" in his description of Eileen's house as "enchanted territory" (line 9) suggests that, when he was an adolescent, he viewed Eileen as

The **choices** are the options given after the stem, such as

- A. a magical figure
- B. an exceptional beauty
- C. a sophisticated debutante
- D. an enthusiastic neighbor

Multiple-Choice Exam Strategies

You can use several **strategies** to improve your scores on a multiple-choice exam. The following three are pre-reading strategies for questions that do not require specific information from the selection. However, you need to verify your choices afterward by reading the selection. As usual, practice makes this procedure easier.

1. Pre-read Stems to Focus Your Reading

Sometimes students cannot recall many details after reading a selection on the exam. Usually that happens because they did not have a focus or purpose for reading except to answer questions, which come after. You can focus your reading and thus remember specific details by reading the stems of the questions before you read the selection. You will notice key words and phrases from the questions as you read the selection. This awareness will help you focus on important information and keep you from concentrating on insignificant details.

2. Think About the Question Before Reading the Selection

Before reading the selection or looking at the choices, highlight or underline key words and phrases in the stems. Often the information given here will direct your thinking. Without getting sidetracked by details in the selection, you often can choose a correct answer or at least eliminate two choices. For instance, what do you think about when you read the following stem?

1. *The writer's use of the word "enchanted" in his description of Eileen's house as "enchanted territory" (line 9) suggests that, when he was an adolescent, he viewed Eileen as*

"Enchanted" and "enchanted territory" make you think of something magical so when the writer was young, he regarded Eileen's house as a magical place. Perhaps he thinks of Eileen as magical or someone special as well.

After engaging in that thought process, you may proceed to the given choices, looking for one connected with the idea of something magical.

The choices for the question are:

- A. *a magical figure*
- B. *an exceptional beauty*
- C. *a sophisticated debutante*
- D. *an enthusiastic neighbor*

You would probably choose "A" as the correct response and can then read the selection to verify your choice.

Here is another stem to analyze:

2. *The statement “I simply herded Eileen back all the long, dreary way to Mount Vernon” (lines 107-108) conveys the writer’s*

If the writer is “herding” Eileen, and the way home is “long” and “dreary”, his experience with the girl was unpleasant. That would lead you to believe that the date was horrible, so you would look for an answer that indicates that reaction.

The choices for the question are:

- A. *inability to perceive Eileen’s disappointment*
- B. *state of mind following the disastrous date*
- C. *boredom with the incident*
- D. *lack of good manners*

You would probably choose “B” as the correct response and can then read the selection to verify your choice.

3. Read All Stems For Significant Information

Sometimes information given in one stem will help you choose an answer for another. In the January 1999 English 33 Diploma Examination by Alberta Education, the following questions for one selection can be answered correctly by simply analyzing information given in the stems.

The exam instructions state: “Read *Equal Opportunity* on pages 6 and 7 of your Readings Booklet and answer questions 11 to 17.”

The **title of the selection** immediately encourages you to consider things that are “equal” or have the same status.

The stem “*In this situation, the girls are being ‘tested’ (line 11) by themselves and their...*” makes you focus on the words “girls” and “themselves”. Because of the title, you are thinking about things that are “equal” to “girls” and “themselves” so you will look for that type of connection in the choices.

- A. *music idols*
- B. *chaperones*
- C. *peer group*
- D. *teachers*

The words “girls” and “themselves” are not “equal” to “music idols”, “chaperones”, or “teachers”; “girls” and “themselves” are “equal” to “peer group” so “B” would be the sensible choice here.

Another stem from the same selection states “*That the dancing boys create the impression of a cartoon ‘set in motion’ (lines 21 to 22) means that, to the observer, they appear...*”. You know that a cartoon makes fun of individuals and events, so when you think about “the dancing boys” in cartoon form, you expect them to be the object of humor. Thus, you would look for that impression in the choices.

- A. *happy*
- B. *confused*
- C. *harmless*
- D. *ridiculous*

Choices “A” and “C” do not seem to fit the notion that the boys appear funny, so you would immediately dismiss those. “Confused” may apply, but when placed next to a stronger implication of amusement, “ridiculous” becomes the obvious choice.

A final stem for this selection is “*The poem’s title, ‘Equal Opportunity,’ reinforces the theme that focuses upon the discomfort of...*”. You know that theme refers to the main idea of the passage. The title, you noticed earlier, suggests something about equality. “Girls”, “dancing boys”, “impression of a cartoon” were mentioned in previous questions, and now you are to think about “discomfort”.

- A. *boys maturing physically later than girls*
- B. *adolescents risking rejection by their peers*
- C. *young people being influenced by fads in music*
- D. *girls competing among themselves for boys’ attention*

The first choice, “A”, is not a logical answer because it has nothing to do with equality. Not much has been included about fads in music so “C” is not applicable. The last choice “D”, involves peers – “girls competing among themselves” – but no mention of discomfort for girls has been made previously. Therefore, “B” is the sensible choice, “adolescents” (both girls and boys) risking rejection (boys looking ridiculous) by their peers (equality).

When you think about the information in the questions before you are influenced by details in the reading selections, you can sometimes choose the appropriate answer on a multiple-choice exam. This strategy does take practice before you will feel confident using it under exam conditions and, of course, you are still encouraged to read the selections to verify your choices.

Assignment 11: Multiple-Choice Exams

Use the previously mentioned multiple-choice exam-taking strategies for the following questions from the January 1999 English 33 Diploma Examination by Alberta Education.

Explain your thought process as you search for appropriate answers. Space is provided in your **Response Booklet** for your answers.

The title of the selection, which is not provided for you here, is *No Kidding: Inside the World of Teenage Girls*.

- 
1. The paradox in the lives of teenagers who work is **most effectively** expressed in
 - A. "They save for summer holidays and for Christmas presents"
 - B. "If they work for pay, they also pay for working"
 - C. "They must choose between a placement on the night shift and homework"
 - D. "They don't seem to be at all impressed or depressed by the fact that they are usually paid only a minimum wage"

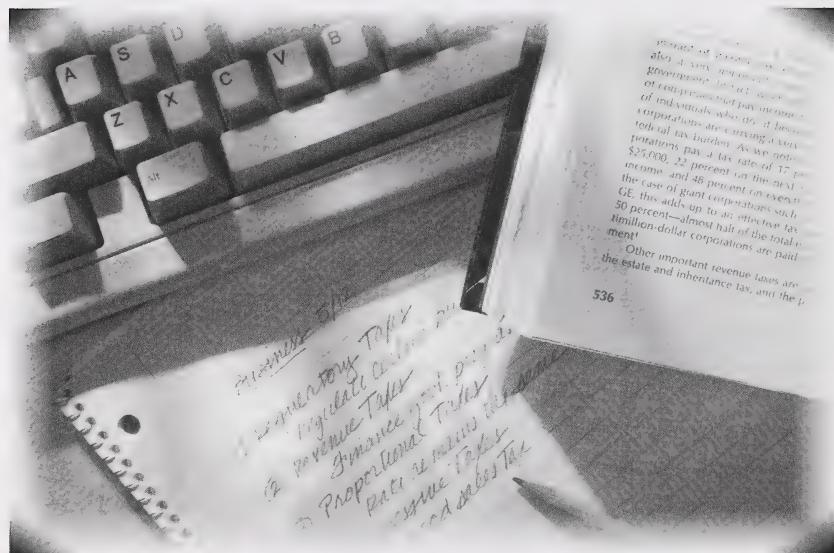
 2. Lines 41 to 46 indicate that working teenagers view those who do not work with
 - A. envy
 - B. disdain
 - C. respect
 - D. tolerance

 3. According to the excerpt, most working teenagers are motivated to work so that they may
 - A. fit in with their peers
 - B. prepare for the future
 - C. satisfy their own desires
 - D. help with the family financing

 4. The article suggests that the employee quality most valued by McDonald's is
 - A. honesty
 - B. flexibility
 - C. conformity
 - D. punctuality



5. The writer adopts the dialect of the teenagers that she is writing about in
- A. "This independence scares them to death; next thing they know, she'll be buying cigarettes and gadding about all hours of the night"
 - B. "She's on crew at McDonald's. Three dollars an hour. When you're sixteen and non-unionized, what can you expect? If you question the arrangement, you can get into trouble"
 - C. "There's no point in quitting; if you quit and then want to come back on, you start all over again at the minimum"
 - D. "She didn't want grill because that's where you have to worry about ugly burns from the fryer, and your hair gets all gross from the steam, and the hats they have to wear are real stupid"



Final Section: Portfolio Evaluation

Your complete portfolio of one original creative work from each unit is now due. Fill out the evaluation sheet below to explain your choices. Space is provided in your **Response Booklet**.

Unit	Creative Piece	What I learned	My Grade /10	Rationale
Heroism	Satire	How to express an idea in an indirect manner; how to use punctuation correctly inside quotation marks	8/10	I think I deserve this mark because I followed a plan, edited two drafts, and used humour effectively. My family and friends laughed in the right places and understood the point I wanted to make. I still have a few errors with sentence structure.
		Introduction		
		Heroism		
		Media		
		Influences: A		

Unit	Creative Piece	What I learned	My Grade /10	Rationale						
Media	Influences: B	Identity: A	Identity: B	Film Study	Conclusion					

The following rubic outlines the expectations and evaluation for your evaluation of your Vistas Worth Visiting Portfolio.



5	Excellent	3	Satisfactory
	<p><i>The student...</i></p> <ul style="list-style-type: none"> • demonstrates insightful understanding and manipulation of creative techniques used • provides a sensible and detailed explanation for choices made 		<p><i>The student...</i></p> <ul style="list-style-type: none"> • demonstrates basic understanding and manipulation of creative techniques used • provides a basic explanation for choices made
4	Proficient	0 - 2	Developing
	<p><i>The student...</i></p> <ul style="list-style-type: none"> • demonstrates considerable understanding and manipulation of creative techniques used • provides a reasonable explanation for choices made 		<p><i>The student...</i></p> <ul style="list-style-type: none"> • demonstrates limited understanding and manipulation of creative techniques used • provides an incomplete or unsatisfactory explanation for choices made

The following rubic outlines the expectations and evaluation for your Vistas Worth Visiting Portfolio.



5	Excellent	3	Satisfactory
	<p><i>The student...</i></p> <ul style="list-style-type: none"> • creates and develops original ideas with a high degree of effectiveness • experiments creatively with new ideas and techniques 		<p><i>The student...</i></p> <ul style="list-style-type: none"> • creates and develops original ideas with some effectiveness • experiments cautiously with new ideas and techniques
4	Proficient	0 - 2	Developing
	<p><i>The student...</i></p> <ul style="list-style-type: none"> • creates and develops original ideas with a considerable effectiveness • experiments confidently with new ideas and techniques 		<p><i>The student...</i></p> <ul style="list-style-type: none"> • creates and develops original ideas with limited effectiveness • experiments with new ideas and techniques with limited effectiveness

Assignment 13: Journals

Attach or enclose your two journal entries for this unit. The following rubric outlines the expectations and evaluation for your journals.



2	Proficient <i>The student...</i> <ul style="list-style-type: none">• provides perceptive thoughts• includes clearly detailed content• establishes a definite purpose• maintains a consistent voice throughout• uses clear organization• chooses appropriate and thoughtful language	0-1	Developing <i>The student...</i> <ul style="list-style-type: none">• provides thoughts that are not clear• includes content that is unreasonably short or incomplete• establishes an uncertain purpose• maintains a voice inconsistently• organizes ideas with limited effectiveness• chooses unacceptable or inappropriate language
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Assignment 14: Vocabulary Log

Complete the Vocabulary Log in the Response Booklet. Add any words you learned in this unit.



Assignment 15: What Have I Accomplished?

In this concluding unit, you have

- written journal entries
- examined a variety of texts (travelogue, interview, myth, poem, field guide)
- completed various charts, short answer questions
- conducted a poll
- created a travelogue
- prepared an oral or visual interview
- composed an original myth
- compared information from various sources
- created an original field guide
- practiced several examination-taking strategies
- completed grammar exercises
- added to your vocabulary log



Reflect on your progress during this course. Answer the following questions. Space is provided in your **Response Booklet** for your answers.

1. How involved did I get in this course?
2. What risks did I take in this course?
3. What connections did I make between information in the course and my life?
4. What have I noticed about the way I learn?
5. What have I done in this course to advance toward the accomplishment of the goals I set for myself in Journal 3 in the “Introduction: Looking Ahead” unit?
6. Do I feel adequately prepared for English 20-2? Discuss.



2	Well-Written <i>The student...</i> <ul style="list-style-type: none">• shows evidence of critical thinking• writes detailed and complete responses	0-2	Developing <i>The student...</i> <ul style="list-style-type: none">• shows little evidence of critical thinking• writes inappropriate and/or incomplete responses
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Check one last time to ensure that all assignments are properly completed and enclosed with your **Response Booklet**. Place check marks in the appropriate boxes on page one of your Response Booklet and then signify that your **Response Booklet** is complete by signing your name.

Now send your work for grading.







Alberta Distance Learning Centre
English 10-2
Units 7, 8, & 9

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